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ABSTRACT

After-school programs provide wide-ranging benefits to children, their families, and the whole community. This report focuses on the benefits children receive: increased safety, reduced risk-taking, and improved learning. Quality afterschool programs keep kids out of trouble, prevent crime, juvenile delinquency, school vandalism, and violent victimization. Participants spend more time in academic activities and enrichment lessons than do their unsupervised peers. Common program elements include: goal setting and strong management; quality staffing; low staff/student ratios; attention to safety, health, and nutrition issues; effective partnerships with community-based organizations, juvenile justice agencies, law enforcement, and youth groups; strong family involvement; coordination of learning with classroom instruction; linkages between school and afterschool personnel; and evaluation of program effectiveness. Descriptions of 26 exemplary communities meeting the need for afterschool communities range from Bridgeport, Connecticut's ASPIRA Lighthouse Program to San Antonio's YouthARTS Program. The report includes 118 endnotes; a bibliography of 67 references; a list of resources (organizations, websites, listservs, and videos); a list of federal government resources and programs; and a list of U.S. Department of Education and U.S. Department of Justice publications. (MLH)

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Safe and Smart

Making the After-School Hours Work for Kids

EA 029 112

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UNITED STATES DEPARTMENT OF EDUCATION

WASHINGTON, D.C. 20202-_____

May 1998

Dear Colleague:

American families understand the need for quality after-school opportunities. There are over 28 million children whose parents work outside the home. Many of these parents work because of economic necessity. However, too many of their children do not have access to affordable, supervised, and constructive activities during the hours after school. Indeed, experts estimate that there are at least five million "latchkey" children who come home each day to empty houses.

These children are at a higher risk for drug, alcohol, and tobacco use, delinquent behavior, violent victimization, and injury than their peers who are supervised after school. Statistics show that most juvenile crime is committed between the hours of 2:00 p.m. and 8:00 p.m., with the largest number of offenses committed in the hours immediately following students' release from school.

We can no longer ignore the obvious. Our police chiefs have not. They believe that an investment in after-school programming is the best deterrent against juvenile crime and victimization. Children need safe and engaging opportunities between the last school bell and the end of the work day.

This report, *Safe and Smart: Making After-School Hours Work for Kids*, provides evidence of the impact that safe, enriching, and high-quality after-school opportunities can have on our children and youth. As parents today know, quality after-school programming means much more than babysitting. Children can acquire new skills and broaden their education. They can take part in computer classes and ar and music courses; receive homework assistance, mentoring, and tutoring; and perform community service.

Millions of Americans, struggling to be both good parents and good workers, would like to rely on after-school programs during the work week. As part of his balanced budget request, the President called for significant new investments in child care—to build a good supply of after-school programs, help working families pay for child care, improve the safety and quality of care, and promote early learning—because the need is enormous.

We hope this report provides the motivation for others—parent leaders, communities, employers, local governments, schools, and faith communities—to develop or expand their own after-school programs because after-school opportunities make good sense.

Sincerely,

Janet Reno
Attorney General

Richard W. Riley
Secretary of Education

Safe and Smart

Making After-School Hours Work for Kids

U.S. Department of Education

U.S. Department of Justice

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Introduction

Today, millions of children return to an empty home after school. When the school bell rings, the anxiety for parents often just begins. They worry about whether their children are safe, whether they are susceptible to drugs and crime. In response to this pressing concern, many communities have created after-school programs to keep children and youth out of trouble and engaged in activities that help them learn.

However, a chronic shortage of quality after-school programs exists. According to parents, the need far exceeds the current supply. One recent study found that twice as many elementary and middle school parents wanted after-school programs than were currently available.

After-school programs provide a wide array of benefits to children, their families, schools, and the whole community. This report, jointly authored by the U.S. Departments of Education and Justice, focuses exclusively on the benefits children receive in terms of increased safety, reduced risk-taking, and improved learning.

First and foremost, after-school programs keep children of all ages safe and out of trouble. The after-school hours are the time when juvenile crime hits its peak, but through attentive adult supervision, quality after-school programs can protect our children. As this report shows, in communities with comprehensive programs, children are less likely to commit crimes or to be victimized.

After-school programs also can help to improve the academic performance of participating children. For many children, their reading and math scores have improved, in large part because after-school programs allow them to focus attention on areas in which they are having difficulties. Many programs connect learning to more relaxed and enriching activities, thereby improving academic performance as well.

The purpose of this report is to present positive research and examples illustrating the potential of quality after-school activities to keep children safe, out of trouble, and learning. Specifically, it presents evidence of success—both empirical and anecdotal—for after-school activities; it identifies key components of high-quality programs and effective program practices; and it showcases exemplary after-school and extended learning models from across the country with promising results in our nation's efforts to keep children in school and on track.

Helping Children to Succeed

Children, families, and communities benefit in measurable ways from high-quality after-school and extended learning programs. As an alternative to children spending large numbers of hours alone or with peers in inadequately supervised activities, well-planned and well-staffed programs provide safe havens where children can learn, take part in supervised recreation, and build strong, positive relationships with responsible, caring adults and peers.

Communities fare better when their young people are occupied in meaningful, supervised activities after school. After-school programs have helped reduce the juvenile crime rate. Adolescents are less likely to engage in risky behaviors, such as tobacco use, when they have after-school programs to go to. Children watch less television (which has been associated with aggressive behavior and other negative consequences). Finally, injuries and victimization decline in communities previously plagued by crime.

After-school programs also contribute to raising children's self-confidence as well as academic performance. Both teachers and parents report that children who participate in after-school programs develop better social skills and learn to handle conflicts in more socially acceptable ways. Children indicate that they have higher aspirations for their future, including greater intentions to complete high school and attend college. In programs that focus on helping children prepare for college, they have gone on to do so in impressive numbers.

Families able to enroll their children in good programs indicate that their children are safer and more successful in school. These families also develop a greater interest in their child's learning. In addition, children develop new interests and skills and improve their school attendance. Both children and school systems benefit from after-school programs, which lessen the need to retain children in grade due to poor academic progress and to place children in special education.

In many cases, communities have come together to improve the availability of after-school programs. Partnerships among schools, local governments, law enforcement, youth- and community-based organizations, social and health services, and businesses have resulted in a number of high quality after-school programs. These partnerships foster a greater volunteer spirit and provide opportunities for parents to increase their parenting skills and participate in program activities.

Creating High-Quality After-School Programs

From school to school, neighborhood to neighborhood, and community to community, every after-school program is different. Successful programs respond to community needs: their creation is the result of a community effort to evaluate the needs of its school-age children when school is not in session.

Even so, certain characteristics are indicative of successful programs. First and foremost, good after-school programs set goals and have strong leadership and effective managers who carry them forward. Quality programs hire skilled and qualified staff, provide them with ongoing professional development, and keep adult-to-child ratios low and group sizes manageable.

While many programs offer homework support and tutoring, successful programs ensure that academic-linked activities are fun and engaging. Parents often want computer, art, and music classes as well as opportunities for their children to do community service.

Good after-school programs reach out to the families of children in the program, keeping them informed of their children's activities and providing opportunities to volunteer. Building partnerships with the community only serves to strengthen the partnerships with families and the program as a whole. Communities that are involved in after-school programs provide volunteers, establish supporting networks of community-based and youth-serving organizations, offer expertise in management and youth development, and secure needed resources and funding for programs.

These partnerships share a common goal—helping children grow up safe and smart. Linking the after-school program with children's learning experiences in the classroom improves children's academic achievement. Toward this end, there are a number of strategies that can be incorporated into an after-school program. Coordinating what's learned during the regular school day with after-school activities and establishing linkages between school-day teachers and after-school personnel can go a long way towards helping students learn.

From the very start, effective programs use well-planned, continuous evaluations to judge the efficacy of their efforts based on established, accepted goals for the program. Evaluations typically gather information from students, parents, teachers, school administrators, staff, and volunteers that can be used for a variety of purposes, such as measuring students' academic progress, making improvements in program services, and identifying the need for additional resources.

For many children in neighborhoods across America, after-school programs provide a structured, safe, supervised place to be after school for learning, fun, and friendship with adults and peers alike. This report will share some of those places with you.

Chapter 1:
The Potential of After-School Programs

We must make sure that every child has a safe and enriching place to go after school so that children can say no to drugs and alcohol and crime, and yes to reading, soccer, computers and a brighter future for themselves.

—President Clinton

Working families increasingly find it difficult to care for their children during the afternoon and early evening hours. Although over 28 million children have parents who work outside the home, many of these children do not have access to affordable, quality care during the hours before and after school.[1] To meet this demand, communities are creating quality after-school programs.

As this chapter shows, school-age children and teens who are unsupervised during the hours after school are far more likely to use alcohol, drugs, and tobacco, engage in criminal and other high-risk behaviors, receive poor grades, and drop out of school than those children who have the opportunity to benefit from constructive activities supervised by responsible adults. In a 1994 Harris poll, over one-half of teachers singled out "children who are left on their own after school" as the primary explanation for students' difficulties in class.[2]

However, there is a chronic shortage of after-school programs available to serve children. Demand for school-based after-school programs outstrips supply at a rate of about 2 to 1. Seventy-four percent of elementary and middle school parents said they would be willing to pay for such a program, yet only about 31 percent of primary school parents and 39 percent of middle school parents reported that their children actually attended an after-school program at school.[3]

The lack of affordable, accessible after-school opportunities for school-age children means that an estimated five to seven million "latchkey children" go home alone after school. About 35 percent of twelve-year-olds are left by themselves regularly while their parents are at work.[4] Millions of parents—and their children—are being shortchanged.

Quality after-school programming can fill many needs of families, children, and communities. Such programs can meet family needs for adult supervision of children during after-school hours, and they can provide children with healthy alternatives to and insulation from

risk-taking and delinquent behavior. According to the YMCA of the USA, nearly 100 percent of Americans agree that it is important for children to have an after-school program that helps them develop academic and social skills in a safe and caring environment.[5]

Wellesley College's National Institute on Out-of- School Time has identified four desired outcomes for after-school programs and the children who participate in them:

- Relationships with caring, competent, and consistent adults;
- Access to enriching learning activities;
- Access to safe and healthy environments; and
- Partnerships with families, schools, and communities.

Quality after-school programs can provide positive environments and enriching age-appropriate activities. School-age children attending these programs can build on what they have learned during the regular school day, explore further areas of skills and interest, and develop relationships with caring adults, all of which are factors related to their success as adults.[6] Quality after-school programs develop children's abilities so that they may grow into healthy, responsible adults.

While past research has focused on how children spend their time after school and what level of supervision is provided, current research has begun to examine the various types of after-school activities and their effects on the cognitive and emotional development of children. Researchers have identified three major functions of after-school programs: providing supervision, offering enriching experiences and positive social interaction, and improving academic achievement.[7] Different programs may focus more strongly on a particular area. More and more, practitioners and parents are turning to after-school programs as an opportunity to prevent risky behaviors in children and youth and to improve student learning. In other words, practitioners and parents want after-school programs that are safe and smart.

The after-school activities included in this report were selected because they showed evidence of success—whether empirical or anecdotal—and were identified by local, regional, and national experts as particularly innovative or promising. To date, evaluation of after-school activities has been limited. Often, the information available about a program is based on the opinions of experts instead of formal evaluations.[8] This chapter showcases promising independent and self-reported evaluation data on after-school activities. It also indicates the critical need to fund and conduct more extensive, rigorous evaluations of after-school activities and their impact on the safety, social development, and academic achievement of children.[9]

Keeping Children on the Right Track

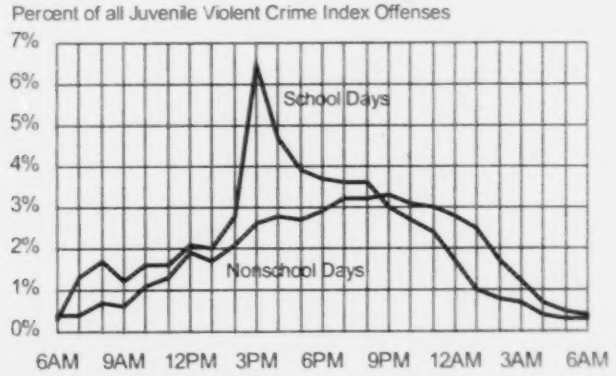
This period of time between the school bell and the factory whistle is a most vulnerable time for children. These are the hours when children are more likely to engage in at-risk behavior and are more vulnerable to the dangers that still exist in too many neighborhoods and communities.

—Vice President Gore

About 29 percent of all juvenile offenses occur on school days between the hours of 2:00 p.m.—when young people begin to get out of school—and 8:00 p.m. Indeed, the hour immediately following the typical time of release from school—from 3:00 p.m. to 4:00 p.m.—yielded more than twice as much violent crime as the preceding hour, from 2:00 p.m. to 3:00 p.m. (Compare 6.5 percent from 3:00 p.m. to 4:00 p.m. versus 2.8 percent from 2:00 p.m. to 3:00 p.m.).[10]

- A recent study of gang crimes by juveniles in Orange County, California, shows that these crimes typically occur on school days, with their incidence peaking at 3:00 p.m. Data from the study shows that 60 percent of all juvenile gang crime occurs on school days and that, like other juvenile crime, it peaks immediately after school dismissal.[11]

Violent Crime Index Offending Peaks After School for Juveniles

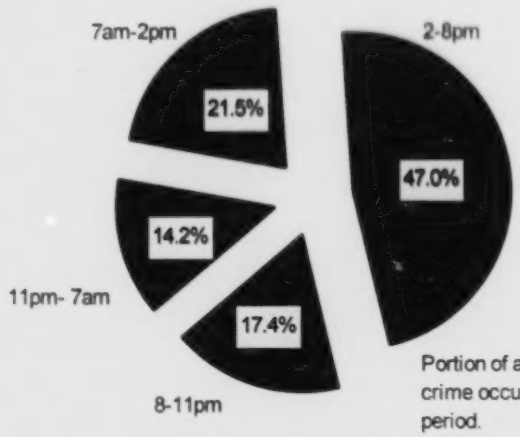


Data Source: Analyses of the FBI's *1991, 1992 and 1993 National Incident Based Reporting System master file* [machine-readable data file] containing data from 8 States (AL, CO, IA, ID, IL, ND, SC, and UT).
Source: Sickmund, M, Snyder, H., and Poe-Yamagata, E. (1997). *Juvenile offenders and victims: 1997 update on violence*.

Children are also at a much greater risk of being the victim of a violent crime (e.g., murder, violent sex offense, robbery, and assault) during the hours after school. For young people, ages 6 to 17, this risk peaks at 3:00 p.m., the end of the school day. For children, ages 6 to 11, the risk declines after 3:00 p.m., but for older children and teens, ages 12 to 17, the risk remains relatively constant from 4:00 p.m. to midnight.[12]

Quality after-school programs can meet family needs by providing responsible adult supervision of children during non-school hours. By offering young people rewarding, challenging, and age-appropriate activities in a safe, structured, and positive environment, after-school programs help to reduce and prevent juvenile delinquency and to insulate children from injury and violent victimization. After-school programs give children and teenagers positive things to say "yes" to.

2–8pm Peak Hours of Violent Juvenile Crime



Portion of all violent juvenile crime occurring in each time period.

Data Source: Analyses of the FBI's 1991, 1992 and 1993 National Incident Based Reporting System master file [machine-readable data file] containing data from 8 States (AL, CO, IA, ID, IL, ND, SC, and UT) Source: Sickmund, M, Snyder, H., and Poe-Yamagata, E. (1997). Juvenile offenders and victims: 1997 update on violence.

Preventing crime, juvenile delinquency, and violent victimization. The following studies show that quality after-school programming can have a positive impact on children and youth at risk for delinquent behaviors.

Decrease in juvenile crime

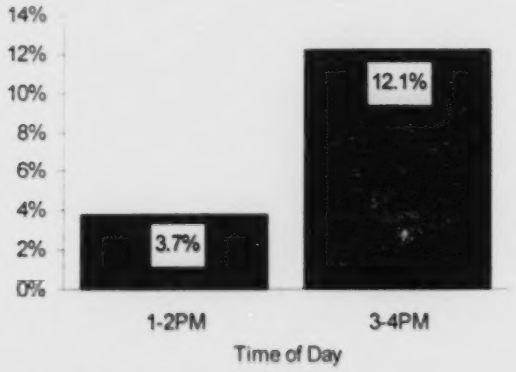
- In Waco, Texas, students participating in the Lighted Schools program have demonstrated improvements in school attendance as well as decreased juvenile delinquent behavior over the course of the school year. Juvenile crime has dropped citywide by approximately 10 percent since the inception of the program.[13]

- New York City housing projects with Boys and Girls Clubs on site experienced a juvenile arrest rate that was 13 percent lower than that of similar housing projects without a Club, according to a recent study by Columbia University. In addition, drug activity was 22 percent lower in projects with a Club.[14]

- After the Beacon Program in New York City increased youth access to vocational arenas, therapeutic counseling, and academic enrichment after school, police reported fewer juvenile felonies in the community.[15]

- Canadian researchers found that at the end of a year-long after-school skills development program in a public housing project, the number of juvenile arrests declined 75 percent while they rose by 67 percent in a comparable housing development without a program over the same period of time.[16]

Violent Juvenile Crime Triples When School Gets Out



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Source: Sickmund, M., Snyder, H., and Poe-Yamagata, E. (1997). *Juvenile offenders and victims: 1997 update on violence.*

Decrease in violent victimization

- The Baltimore Police Department saw a 44 percent drop in the risk of children becoming victims of crime after opening an after-school program in a high-crime area. A study of the Goodnow Police Athletic League (PAL) center in Northeast Baltimore, the first center to open in May 1995, also indicated that juvenile arrests dropped nearly 10 percent, the number of armed robberies dropped from 14 to 7, assaults with handguns were eliminated, and common assaults decreased from 32 to 20.[17]

- While children in the LA's BEST program and those not in the program both reported feeling unsafe in their neighborhoods, children in the program felt significantly safer during the hours after school than non-participants.[18]

Instead of locking youth up, we need to unlock their potential. We need to bring them back to their community and provide the guidance and support they need.

—Mayor Daley,
City of Chicago

Decrease in vandalism at schools

- One-third of the school principals from 64 after-school programs studied by the University of Wisconsin reported that school vandalism decreased as a result of the programs.[19]

- Schools running an LA's BEST program showed a 40-60 percent reduction in reports of school-based crime.[20]

Preventing negative influences that lead to risky behaviors, such as drug, alcohol, and tobacco use. After-school programs can provide young people with positive and healthy alternatives to drug, alcohol, and tobacco use, criminal activity, and other high-risk behaviors during the peak crime hours after school.

- One study found that eighth-graders who were unsupervised for eleven or more hours per week were twice as likely to abuse drugs or alcohol as those under adult supervision.[21]

- Another study concluded that latchkey children are at a substantially higher risk for truancy, poor grades, and risk-taking behavior, including substance abuse.[22]

- Almost one-fifth of children who smoke said they smoke during the hours after school.[23]

- Parents overwhelmingly agreed that The 3:00 Project, which provides after-school programs for middle school students in Georgia, reduced their children's exposure to high-risk situations.[24]

- A 1995 report by the U.S. Department of Health and Human Services found that students who spent no time in extracurricular activities were 49 percent more likely to have used drugs and 37 percent more likely to become teen parents than those students who spend one to four hours per week in extracurricular activities.[25]

- A 1995 study gauged the "healthiness" of communities by the prevalence of problem behaviors among youth, grades

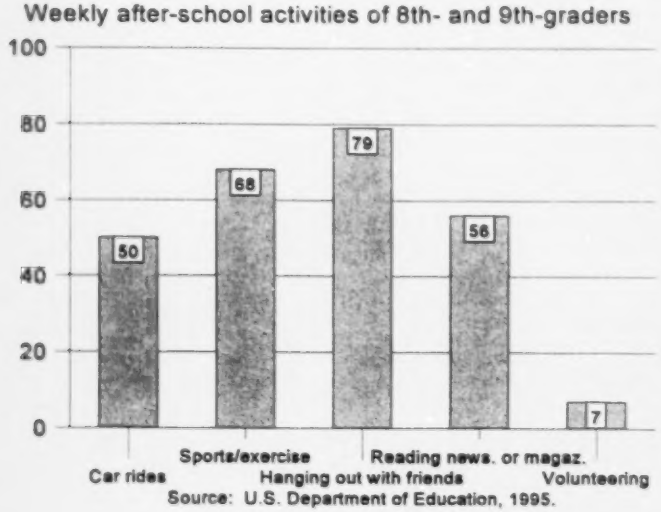
9-12, such as drug and alcohol use, sexual activity, depression, and school problems. The communities with structured activities in which most youth participated (e.g. extracurricular sports, clubs, community organizations) were five times more likely to be ranked among the healthiest communities. In healthy communities, over one-half of all youth participated in such activities whereas only 39 percent of youth participated in structured activities in the least healthy communities.[26]

- In a 1995 study of eighth- and ninth-grade students, the activities associated with the least desirable outcomes for drug use and attitudes were car rides, "hanging out" with friends, and parties while other after-school activities such as volunteer work, sports, and spending more time on homework were associated with healthier student outcomes.[27]

Decrease in aggressive behavior associated with watching television. The most frequent activity for children during non-school hours is television watching, which has been associated with increased aggressive behavior and other negative consequences.[28] For about one-half of the hours children spend watching television, they are watching by themselves or with other children. And roughly 90 percent of the time is spent watching programs that are not specifically designed for them.[29]

- By age 18, the average child has seen 200,000 acts of violence, including 40,000 murders, on television.[30]

- Three-quarters of a million children—ages 12 to 17—watched the Jerry Springer show after school, according to Nielsen ratings, which means that many latchkey kids were watching the talk show.[31]



Enhancing Children's Academic Achievement

After-school programs not only keep children safe and out of trouble, but they also provide a prime opportunity to increase learning. Young people attending formal after-school programs spend more time in academic activities and in enrichment lessons than do their peers left unsupervised after school.[32]

Better grades and higher academic achievement. Students in after-school programs show better achievement in math, reading, and other subjects.[33] Preliminary research indicates an increase in student achievement when compared to past performance and to control groups made up of similar students not involved in the programs.

- P.S. 5, a New York community school with an active extended learning program supported by the Children's Aid Society, showed impressive gains in math and reading over the past three years, far surpassing the performance of similar city schools. At I.S. 218, another Children's Aid Society community school, twice as many students as at similar schools are performing at grade level in math and reading.[34]

- Of the 40 schools involved in the Chicago Lighthouse Program, a citywide after-school program run by the Chicago Public Schools, 30 schools showed achievement gains in average reading scores and 39 schools showed gains in average mathematics scores.[35]

- Students at the Beech Street School in Manchester, New Hampshire, home of the Y.O.U. after-school program, improved in reading and math on the state test. In reading, the percentage of students scoring at or above the basic level in reading increased from only 4 percent in 1994 to almost one-third of students in 1997 and in math, the percentage of students scoring at the basic level increased from 29 percent to almost 60 percent. Teachers in Manchester, New Hampshire, reported that over half of students participating in the Y.O.U. after-school program earned better grades than before.[36]

I used to hate math. It was stupid. But when we started using geometry and trigonometry to measure the trees and collect our data, I got pretty excited. Now I'm trying harder in school.

—Teen, Y.O.U. Program
Manchester, New Hampshire

- Students who participated in Louisiana's Church-Based After-School Tutorial Network, a program that operates in sites throughout the state and targets at-risk children in grades K-8, increased their grade point average in math and language arts by 1.5 to 3 points, depending on the number of years they attended.[37]

- According to a UCLA evaluation, students in LA's BEST citywide after-school program made academic gains far beyond those of students in the comparison group.[38]

- In the Lighted Schools program in Waco, Texas, two sites experienced a 38 percent decrease during the 1996-1997 school year in the number of program participants failing two or more classes.[39]

- Over one-half of the students in The 3:00 Project, a statewide network of after-school programs in Georgia, improved their grades in at least one subject.[40]

- In Memphis, Tennessee, students who participated on a regular basis in an after-school program with group tutoring and a language arts curriculum showed higher achievement than their peers according to state assessment.[41]

- In a study of an after-school program with a predominantly Hispanic, low-income student population, findings showed that high involvement in after-school activities (at least three activities per week) had the greatest impact on academic performance.[42]

- In a 1995 study, high school students who participated in extracurricular activities were shown to be three times more likely to score in the top 25 percent on math and reading assessments than their peers who did not. In North Carolina, high school student athletes had higher grade point averages than non-athletes.[43]

Increased interest and ability in reading. After-school programs that include tutoring in reading and writing as well as reading for pleasure can increase reading achievement for students. Research indicates that reading aloud to children is the single most important activity for their future success in reading. Opportunities for students to practice reading and writing to achieve fluency increases their level of reading achievement.

Literacy development through practice and experience

After school, students experience what has been referred to as an "informal curriculum," which greatly impacts children's literacy development. When the informal curriculum exposes children to an environment rich in language and print, students show increased ability in reading and in math. Students need the opportunity to practice and develop their literacy skills through intelligent discussions with adults, storytelling, reading and listening, games, and other activities and interactions that extend learning beyond the regular school day.[44]

Quality, research-based tutoring programs, which fit well into after-school programs, produce improvements in reading achievement.[45] Tutoring can also lead to greater self-confidence in reading, increased motivation to read, and improved behavior.[46]

- In a major research study on preventing reading difficulties, the National Academy of Sciences found significant increases in reading achievement for students participating in programs that provided extra time in reading instruction by tutoring children individually.[47]

- In a study of after-school programs receiving cooperative extension assistance, one-third of teachers said participating children earned better grades and developed a greater interest in recreational reading.[48]

- Teachers in Manchester, New Hampshire, reported that 63 percent of students participating in the Y.O.U. after-school program developed an interest in recreational reading.[49]

- Elementary students in the Los Angeles 4-H after-school program made significant progress in language arts.[50]

- An after-school tutoring program in which low-achieving second- and third-graders were tutored one hour, twice each week, by university students, retirees, and mothers generated strong improvements in reading skills.[51]

Decrease in amount of television watching

Studies show that children who watch excessive amounts of television perform poorly on literacy-related activities when compared to their peers.[52] Children typically learn far less from television than they do from a comparable amount of time spent reading.[53]

Unfortunately, the most common activity for children after school is television watching. After school and in the evenings, children watch, on average, about 23 hours of television each week, and teens watch about 22 hours per week.[54]

- In a 1995 survey of eighth- and ninth-graders, 34 percent reported spending less than an hour a day on homework while 78 percent reported spending an hour or more on television, videos, or computer games.[55]

- Fifty-three percent of children in the Los Angeles 4-H after-school program said they would watch more television if they were not at 4-H.[56]

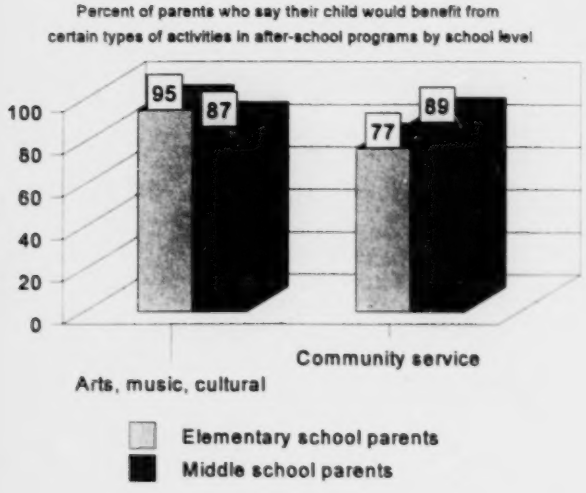
On being a latchkey kid:

Sometimes there are so many things you can't do. I can't have company or leave the house. If I talk on the phone, I can't let anyone know I'm here alone. But I really think they've figured it out, you know. Duh.

—Amy, 14

Development of new skills and interests. After-school programs often offer activities in which children would not otherwise be involved during the school day or at home. They give children the opportunity both to develop new skills and to pursue existing interests in greater depth.

- When asked to name a new talent or skill developed in their after-school program in Manchester, New Hampshire, 44 percent of students named an educational area. Teachers reported that three-fourths of participating children developed an interest they would not otherwise have in new topics and activities.[57]



Source: National Opinion Research Corporation, 1997.

Improved school attendance and reduced drop-out rate. After-school programs can help children develop greater confidence in their academic abilities and a greater interest in school, both of which have been shown to lead to improved school attendance.[58]

- At four sites of the Lighted Schools program in Waco, Texas, 57 percent of participating students improved their school attendance.[59]

- Seventy percent of parents and teachers agreed that attendance had improved because of middle school students' participation in The 3:00 Project in Georgia.[60]

- The Coca-Cola Valued Youth Program, a cross-age tutoring program which trains older students to tutor younger students, has effectively reduced dropout rates. The dropout rate for students who participate in this program is 1 percent, while a comparison group's rate was 12 percent (The national average is 14 percent.).[61]

A parent was telling the teacher that their child was begging to go to school even though she had a fever because she was so excited about what she was doing in the after-school program.

—Sister Judy Donovan, Valley Interfaith ISD, Brownsville, TX, an organizer with the Industrial Areas Foundation

Turning in more and better quality homework. Most after-school programs offer some type of homework assistance, whether it is a scheduled daily homework time, one-on-one tutoring, or a homework club or center. Staffed by teachers, paraprofessionals, older students, and volunteers, participating children can draw on a variety of resources to tackle difficult homework. Also, the structure of an after-school program can make homework part of students' daily routine, which helps to explain why children in after-school programs display better work habits than their peers.[62]

- Over 70 percent of students, parents, and teachers agreed that children received helpful tutoring through The 3:00 Project, a statewide network of after-school programs in Georgia. Over 60 percent of students, parents, and teachers agreed that children completed more and better prepared homework because of their participation.[63]

- In the Los Angeles 4-H after-school program, over 85 percent of students reported that they received help with homework, and 90 percent said they finished their homework while attending the program each day. Over one-half of teachers rated the students' homework completion as improved or much improved.[64]

- One-third of teachers in the U.S. Department of Agriculture's Cooperative Extension Service Youth-at-Risk Initiative study said that children were completing more and better quality homework assignments due to their participation in the program.[65]

I just used to hang out after school before coming to The 3:00 Project. Now I have something to do and my school work has improved!

—7th-grade student

More time on task. Some students take three to six times longer than others to learn the same thing.[66] After-school programs offer more time for learning in new, fun ways for all students, especially those who may need extra help or individualized assistance.

- Studies suggest that increased student achievement can result from additional instructional time when the time is well structured and activities are tailored to individual needs and abilities.[67]

Reduced retention in grade and placement in special education. Some school districts, such as Chicago and Washington, D.C., are making concerted efforts to provide students at risk of non-promotion with after-school and summer extended learning opportunities. These programs give children the extra help they need to improve achievement in reading and math so that they not be kept behind.

A recent report by the National Academy of Sciences concludes that many reading disabilities are preventable. Children without literature-rich environments and strong reading instruction are much more likely to show delayed or impeded development of their reading ability. One major recommendation in the report is to

increase the opportunities for children to engage in independent reading, an activity well-suited to after-school programs.[68]

- In 1996, over one-half of the students who attended Chicago's summer program raised their test scores enough to proceed to high school.[69]

- Sixteen percent of children participating in programs supported by United States Department of Agriculture's cooperative extension service assistance avoided being retained in grade.[70]

- According to teachers in Manchester, New Hampshire, several students avoided being retained in grade or placed in special education due to their participation in the Y.O.U. after-school program.[71]

Higher aspirations for the future, including intention to complete high school and to go to college. Caring adults can make a big impression on the way a child thinks about his or her future. By giving children role models and the tools they need to succeed in school, after-school programs can help children realize their full potential. Research shows that appropriate after-school programs for middle school children contribute to increasing rates of high school graduation.[72] Students who spent as little as one to four hours a week in extracurricular activities were almost 60 percent less likely to have dropped out of school by the time they were seniors than their peers who did not participate.[73]

- Ninety percent of students in ASPIRA, a nationwide after-school education and leadership program for Hispanic youth, have continued their education beyond high school, whether in college or in technical training. This percentage far exceeds the national average for 45 percent of Hispanic students pursuing postsecondary education.[74]

- The San Antonio Pre-Freshman Engineering Program (San Antonio PREP) is a summer and after-school program that targets low-income, minority students, helping them develop reasoning and problem solving skills through mentoring in the fields of math and science. Of the students who participated, 99.9 percent graduated from high school, and 92 percent were either college students or graduates. Eighty percent of college attendees graduated, and 53 percent of college graduates were science or engineering majors.[75]

Supporting Children's Social Development and Their Relationships with Adults and Peers

After-school programs provide opportunities for children to work and play together in a more informal setting than during the regular school day. The increased interaction with peers contributes to the development of social skills. In addition, after-school programs can help to improve children's self-discipline by setting a routine for time spent outside of school and by giving children the opportunity to make choices among various activities. Children also benefit from increased interaction with caring adults, who serve as role models and mentors.

Improved behavior in school. Research shows that children who participate in after-school programs may behave better in class, handle conflict more effectively, and cooperate more with authority figures and with their peers.

Fewer behavioral problems. Children who experience positive emotional climates in their after-school programs exhibit fewer behavioral problems at school.[76]

- In one study, over one-third of principals reported that children were showing fewer behavior problems because of their participation in after-school programs.[77]
- In the Manchester, New Hampshire, after-school program, teachers reported that almost one-half of participating students demonstrated fewer behavioral problems.[78]

Handling conflicts better. Children in after-school programs can learn to handle conflicts by talking or negotiating rather than hitting and fighting.[79]

- In Georgia, a majority of parents and children agree that middle school youth learned to handle conflicts better and were getting along better with people since they began attending an after-school program.[80]
- In the New Hampshire program, teachers reported that almost 40 percent of participating students learned to handle conflicts better.[81]

More cooperative with adults and with peers. Children from low-income urban families who attended formal after-school programs or who went home to a parent were less likely to be identified as anti-social or headstrong than unsupervised or informally supervised children.[82]

- In one program in Los Angeles, over 60 percent of teachers and 85 percent of parents rated children who participated as making some or much improvement in being cooperative with peers.[83]

- Nearly one-half of school principals and one-third of teachers reported in another study that after-school programs caused some children to become more cooperative with adults.[84]

Better social skills. The after-school environment allows children to interact socially in a more relaxed atmosphere than during the regular school day. Children can develop important interpersonal skills during the out-of-school hours as they work on learning activities or join in recreation together. Research indicates that children with the opportunity to make social connections during after-school hours are more well adjusted and happier than those who do not.[85]

- In an evaluation of eight sites in the Save the Children Out-of-School Time Rural Initiative, 86 percent of participating youth, ages 12-18, showed improvement in attitude and behavior and 72 percent showed improvement in social skills.[86]

- Eighty-three percent of school-age child care staff in 71 programs said that some children who had been socially rejected by peers learned healthy ways to make new friends because of their participation in an after-school program.[87]

- In a survey of after-school programs in Georgia, approximately 60 percent of students and teachers and over 80 percent of parents agreed that the after-school program enhanced students' interpersonal skills.[88]

Improved self-confidence through development of caring relationships with adults and peers. Youth organizations have indicated that the single most important factor in the success of their programs is the relationship between participants and the adults who work with them. Research identifies a common characteristic of "resilient" children as having stable relationships with one or more caring adults.[89] Children, especially adolescents, say that they want and seek caring adults they can trust, who listen to and respect them.[90] Research shows that children need four to five hours of discussion with knowledgeable adults or peers to support personal growth and development, a finding which the Boys and Girls Clubs of America have incorporated into the operation of their Educational Enhancement Sites in housing developments.[91]

We need someone to listen to us—really take it in. I don't have anybody to talk to, so when I have a problem inside, I just have to deal with it myself. I wish there would be more adults that ask questions because that shows that they care and want to know more.

—Cindy, 16

- One hundred percent of youth participating in the Y.O.U. after-school program in Manchester, New Hampshire, said that the program helps them feel proud of themselves. Youth in the program cited staff as a popular source of advice when they have a problem, second only to a family member.[92]

Strengthening Schools, Families, and Communities

Many existing after-school programs arose out of a need and a commitment by schools, families, employers, and community members to provide safe, enriching activities to children when they are not in school. In addressing this need, new family-school-community partnerships have formed in local communities across the country, benefitting everyone involved—especially the children.

More effective use of funding. After-school programs can help school districts save money over the long term because of decreased student retention and special education placements. Where there is a decrease in juvenile crime due to a program, communities also save resources.

- Manchester, New Hampshire, saved an estimated $72,692 over a period of three years because students participating in the Y.O.U. after-school program avoided being retained in grade and being placed in special education.[93]

- *ChildCare ActioNews* recently reported that preventing one youth from becoming a lifelong criminal saves $1.3-1.5 million dollars. According to the newsletter: "The savings could easily pay for a quality after-school program for 125 children during four years of high school!"[94]

Greater family and community involvement in children's learning and schools. Many after-school programs depend on and draw upon parent and community volunteers. Research shows that when families are involved in schools, students do better. We can also expect that when family and community members make an investment, however large or small, in a school-based after-school program, they will tend to be more interested and involved in their own children's learning, in the learning of all children in the program, and in the life of the school as a whole.

Increase in capacity to serve children

- Meeting the great demand by families for quality, affordable after-school programs is one of the major goals of the MOST Initiative. Through community collaboration, the Boston MOST Initiative succeeded in subsidizing 754 additional spaces for children in after-school programs and 300 new spaces in before-school programs. Chicago MOST helped the Chicago Park District to add 10 additional spaces for children to each of 40 promising programs, for a total of 400 new slots. And Seattle MOST created 250 new spaces in both after-school and summer programs.[95]

Increase in business support and involvement

- Murfreesboro, Tennessee, schools stay open from 6 a.m. to 7 p.m. for an extended learning program. The City Schools reported increased support from business and industry due, in part, to a schedule for children that better matches the employee work day.

- Through the leadership of the non-profit organization T.H.I.N.K. Together, Southern California Edison and other corporations have teamed up with two Episcopal churches and a Catholic church in downtown Santa Ana, California, to provide tutoring, homework help, and mentoring to over 400 children and teens at the Noah Project Learning Center. Each of the five T.H.I.N.K. Together Learning Centers utilizes a team of 75-100 volunteer tutors, many of whom are employees of the sponsoring corporations. At the Highland Street Learning Center, almost 50 volunteers signed up before the volunteer drive had even begun.[96]

- In Los Angeles, the 4-H ASAP (After-School Activity Program) serves over 1,200 youth in 24 sites with the help of a extensive network of community partners. Since 1993, Unocal, a natural gas company, has paid for 11 percent of the annual operating budget of 4-H ASAP in Los Angeles County.[97] In addition, fourteen area colleges and universities along with businesses, parents, community volunteers, and federal, state, and local agencies support 4-H ASAP by providing transportation for field trips and special events; career exploration opportunities; expertise in management, educational technology, marketing, and public relations; and by donating computers and software, supplies for arts and crafts and learning projects, and nutritious snacks.[98]

Increase in parental involvement

- At the Challenger Boys and Girls Club in South Central Los Angeles, parents agree to volunteer eight hours a month in the after-school program when they enroll their child. Parent volunteers coordinate transportation, assist in administration, chaperone field trips, and help with homework.[99]

- The Y.O.U. program in Manchester, New Hampshire, helps parents gain confidence in their own abilities through volunteering and other means. Ninety-five percent of parents reported that they have learned how to be a better parent by observing staff interact in positive ways with the children.[100]

- The Chicago Lighthouse After-School Program offers programs in some schools to teach parents how to help their children with homework. These efforts have sparked renewed community involvement in the schools and are part of a renewed effort to create community schools.[101]

- I.S. 218 in New York City offers English as a second language classes nightly to over 350 adults and a Saturday program that draws in 150 adults and 100 children for family activities, such as aerobics, computer lab, and additional English as a second language classes.[102]

Growth in children's personal sense of community

- Teenagers say they feel pride and a sense of accomplishment when they help others, whether they care for the elderly or tutor a younger child.[103] A majority of youth in Georgia's 3:00 Project reported that they enjoyed doing volunteer work, that they planned to volunteer in the future, and that they felt they were making a contribution to the community.[104] Service learning can be an important part of after-school programs, strengthening the connection between children and the community.

Development of community schools. Often, after-school programs involve parents, volunteers, and others in the schools. As they become involved, the schools become a center for the community. There are many models for community schools and many groups involved in their nurturing. These include the Charles Stewart Mott Foundation, the National Center for Community Education, the National Community Education Association, the Children's Aid Society, the National Center for Schools and Communities at Fordham University, the Center for Community Partnerships of the University of Pennsylvania, Beacon Schools and its expansion through the DeWitt Wallace-Reader's Digest Fund, United Way's Bridges to Success, Schools of the 21st Century, Missouri's Caring Communities, Communities in Schools, and the Institute for Educational Leadership's Community Schools Coalition. In addition, many states and local school systems have adopted the community schools model.

Replication

The Charles Stewart Mott Foundation, associated with Community Schools for more than 60 years, brings extended learning, recreation, and social activities into school buildings under the auspices of local education systems. It is estimated that 10,000 schools in the country have at one time or another adopted some aspects of this model.[105]

Parent and community involvement

The West Des Moines Community School District includes parents and community members, teachers, business people, and representatives from city government on site improvement teams that set the direction for each of the District's 15 schools. In addition, a community education advisory council conducts a needs assessment every few years to determine whether facilities and programs offered to all members of the community are still current. Due to the schools' outreach and offerings, 95 percent of parents and community volunteers flow in and out of the schools daily.[106]

Improved student performance

The Children's Aid Society has adopted a "settlement house" approach to schools in New York City, integrating school restructuring with "one-stop" social services, cultural opportunities, and recreational activities. The schools focus intensively on improving educational outcomes for children and youth by offering extended learning programs that complement the regular school day. Evaluation evidence indicates that children in these schools out perform similar students not enrolled in this type of community school model.[107]

Chapter 2
What Works: Components of Exemplary After-School Programs

Risk can be transformed into opportunity for our youth
by turning their non-school hours into the time of their lives.

—A Matter of Time
Carnegie Corporation
December, 1992

Quality after-school programs can provide safe, engaging environments that motivate and inspire learning outside of the regular school day. While there is no one single formula for success in after-school programs, both practitioners and researchers have found that effective programs combine academic, enrichment, cultural, and recreational activities to guide learning and engage children and youth in wholesome activities. They also find that the best programs develop activities to meet the particular needs of the communities they serve.

The types of activities found in a quality after-school program include tutoring and supplementing instruction in basic skills, such as reading, math, and science; drug and violence prevention curricula and counseling; youth leadership activities (e.g., Boy Scouts, Girl Scouts, academic clubs); volunteer and community service opportunities; college awareness and preparation; homework assistance centers; courses and enrichment in the arts and culture; computer instruction; language instruction, including English as a second language; employment preparation or training; mentoring; activities linked to law enforcement; and supervised recreation and athletic programs and events.

However, many programs allow children to spend far too much time in passive activities such as television or video viewing. One reason for poor-quality after-school activities may be inadequate facilities. Most after-school programs do not have the use of a library, computers, museum, art room, music room, or game room on a weekly basis. Too many programs do not have access to a playground or park.[108]

Looking across the constellation of after-school programs—those in schools, those run in the facilities of community-based organizations, or those found in houses of faith—researchers have identified some common characteristics necessary to developing high-quality programs that meet the needs of a diverse population of school-age children.[109]

Common elements include:

- Goal setting and strong management
- Quality after-school staffing
- Low staff/student ratios
- Attention to safety, health, and nutrition issues
- Effective partnerships with community-based organizations, juvenile justice agencies, law enforcement, and youth groups
- Strong involvement of families
- Coordinating learning with the regular school day
- Linkages between school-day teachers and after-school personnel
- Evaluation of program progress and effectiveness

These characteristics of high-quality after-school programs help ensure children's continued growth, development, and learning throughout the pre-adolescent and adolescent school years.[110]

Goal Setting and Strong Management

Community coordination and collaboration are key to running successful after-school programs. Programs need to set and communicate goals from the beginning, develop a solid organizational structure, and manage effectively.

Focus on the goals of the program. After-school programs should be clear about their intended goals. Some after-school programs are designed primarily as safe havens, some focus on recreation, and others have a strong academic focus. Leaders, staff, parents, and community members should establish these goals through collaborative decision-making. Once the goals have been established, the program should be managed with an eye to meeting those goals. By creating an evaluation plan that focuses on the goals, an after-school program can set a course for continuous improvement in which the goals may shift or be refined over time.

Communicating the goals of the program is a primary function of the leaders and staff. The program's goals influence and guide the allocation of funding, the structure and activities of the program, the overall size and staffing, and many other factors. In addition, a clear set of goals lets families and community members know what the program offers to children and how they can help.

Solid organizational structure. Organization and management structures vary across after-school programs. The shape of these structures depends on whether the programs are developed by schools or districts, by community-based organizations or other social service providers, or in partnership with several agencies or organizations. Regardless of the sponsoring group or groups, a successful governance structure combines hands-on, site-based management with regular oversight and accountability to all partners. In programs focused on academic enhancement, school personnel and after-school program administrators need a system in place that allows for effective communication, flexibility, and accountability for actions and results.

Strong Resource Management Matters

Ankeny, Iowa, serves 5,000 students, grades K-12, and a community of 25,000 through programs for all ages in nine public schools and a community center. One school offers after-school activities, adult education classes, substance abuse counseling, family services, recreation, meeting space for community groups, and a juvenile justice program. Funding for programs comes from a variety of sources, including user fees and registration fees, the parent-teacher association, federal and state grants, local voluntary contributions, city and school funds, and rental fees for private use of facilities.

Effective management. Successful programs use annual operating budgets, accurate bookkeeping systems, affordable fee structures, and multiple funding sources, including in-kind support. Program administrators search for funding continuously and creatively, looking to both new sources (e.g., community foundations and groups, such as the United Way, local education funds, and employers) and traditional sources (e.g., federal formula and discretionary programs, state programs, foundations, community agencies, and organizations). In addition, a number of mayors and governors are proposing new funding for after-school programs. At the national level, President Clinton and Vice President Gore have proposed an investment of $200 million to Congress to expand after-school programs through the 21st Century Community Learning Centers.

Meeting legal requirements. Successful programs develop procedures and policies that protect children and staff by meeting licensing requirements, addressing liability issues, carrying adequate liability insurance, maintaining appropriate records, regularly reviewing health and safety practices, and complying with the Americans with Disabilities Act requirements. Inclusion of children with disabilities is part of a good after-school program.

Serving Kids with Disabilities in After-School Activities

Kids of All Learning Abilities (KOALA), a program of the Greater Boston Association for Retarded Citizens, is funded by the Boston School Age Child Care Project and the Massachusetts Department of Mental Retardation. The program facilitates the inclusion of children with disabilities into after-school and recreational programs. KOALA helps place children in programs, and provides support to parents and children during the transition into a new program. KOALA has expanded the number of Boston programs that can serve children with disabilities and, as a result, more children have been placed and served.

Quality After-School Staffing

Staffing arrangements vary according to a program's size, management structure, and goals. But all programs need staff who are qualified and committed, have appropriate experience and realistic expectations, and can interact productively with regular school staff, whether or not the program is school-based. Staff usually include a program administrator, teachers, paraprofessionals, and college students along with parent and community volunteers.

Role of the program administrator. The program director plays an important part in ensuring that the after-school program provides high-quality services that meet the needs of program staff, students and families. Effective administrators also develop strong relationships with the schools that the participating children attend and with important community partners.

Hiring and retaining qualified staff. Children in school-age programs indicate that warm, caring, and stable adult relationships are important to their success in an after-school program. This is especially critical for children and youth who may not have the support and guidance they need at home. Having a staff with higher levels of education is related to fewer negative interactions between staff and children and greater parental satisfaction. As such, programs should hire skilled and qualified staff who are experienced in working with school-age children on learning, enrichment, and recreational activities.[111]

Programs should also be willing to provide attractive compensation and work scheduling packages to retain quality staff. For example, teachers who are part of an after-school program may participate on the basis of a staggered school day that begins at 11 a.m. and ends at 6 p.m.

Looking at the School Day in a New Way

Five days a week, year round, Murfreesboro, Tennessee's nine elementary schools are open from 6 a.m. to 7 p.m. At Cason Lane Academy (K-8), each day is divided into three distinct parts: traditional academics such as reading (no pull-outs allowed), until 11 a.m.; contemporary education, with small group work, individualized instruction, and music and art classes for every student, 11 a.m. to 3 p.m.; and "increased opportunities," in which parents may choose academics taught by regular Cason Lane teachers, art, recreation, or life skills classes for their children from 3 p.m. to 5 p.m.

Each day 500 to 600 of Cason Lane's 950 students stay for the afternoon session; during the year, 90 percent of the children participate at some time. Cason Lane uses flex-time scheduling to make certified teachers available to teach academics after regular school hours. Mid-day assistants, usually college students, relieve teachers and supervise lunch. Ancillary staff, coaches, and music teachers work from 11 a.m. to 5 p.m.

Professional development for staff. In order to sustain a quality program, staff should be provided with ongoing training and learning opportunities to prevent high rates of turnover. Staff training often includes how to work with children, how to negotiate, and how to adapt to the needs of children of different ages, races, or cultures and children with disabilities. Training can also give staff ideas for enrichment and hands-on activities; greater expertise in academic subject matter; knowledge in assessing student progress; and strategies for implementing the different program components of academics, enrichment, and recreation. Training is critical to retention of quality staff and volunteers.

Use of volunteers. Most after-school programs welcome volunteers. Volunteers can include parents, grandparents, caring senior citizens, Federal Work-Study college students, or AmeriCorps personnel. Their use can dramatically reduce the price of a program while reducing the staff-to-child ratio. Program directors should incorporate volunteers into the program appropriate to their skill levels and interests. As with the regular after-school staff, volunteers should be oriented to working with children and youth before entering the program and given the opportunity to participate in on-going staff development.

Low staff-to-student ratio. For true student enrichment, the staff-to-student ratio should be low, especially when tutoring or mentoring activities are taking place. Staff/child ratios vary according to the ages and abilities of children. Usually, the ratio is between 1:10 and 1:15 for groups of children age six and older. Larger staff/child ratios (greater than 1:13) are associated with more time waiting in line and with staff exhibiting poorer behavior management skills.[112]

Providing Low Adult-Child Ratios

The Tulsa (Oklahoma) Children's Coalition has been providing quality after-school programs to students grades K–5 for six years and is currently operating in nine school-based sites serving 400 students. Providing services from the end of the school day until 6 p.m., the Tulsa Children's Coalition maintains a ratio of one adult for every 12 children.

Smaller group sizes. Group size also matters when undertaking learning and enrichment activities, depending on the type and complexity of the activity. Group size should not exceed 30 in any case. By limiting group sizes, children have more positive interactions with staff and other children. Programs in which children are in groups that exceed 30 tend towards serving a baby-sitting function rather than a learning, enriching one. Ratios and group sizes should be kept small when students are learning a new or difficult skill. This is also true for activities involving equipment that could be dangerous if children are not supervised properly.[113]

Attention to Safety, Health, and Nutrition Issues

Creating safe places. Programs should be safe, close to home, and accessible to all children and youth who want to participate. They should have adequate space for a variety of indoor and outdoor activities. Safe transit can be provided through such methods as transportation, staff escorts, and crossing guards.

Safe Places Cut Crime

Three years ago, Baltimore's Police Athletic League (PAL) opened up after-school activity centers in the city's fledgling recreation centers from 2 p.m. to 10 p.m. Today there are over 27 centers that serve as safe places for neighborhood kids. Crime involving youngsters has dropped markedly in neighborhoods where the centers are located. The PAL center becomes an anchor in the community, making the entire community safer.

Meeting nutritional needs. Good after-school programs provide a nutritious snack, and other meals when appropriate, for relaxation and socializing and to promote sound nutrition for participants. Federal food and nutrition programs offered by the U.S. Department of Agriculture are available to school- and community-based programs to help meet the nutritional needs of students.

U.S. Department of Agriculture Food and Nutrition Programs

The Food and Nutrition Service (FNS) in the U.S. Department of Agriculture sponsors a number of food programs aimed at improving the nutritional status of America's children and youth. Services that can be used in before- and after-school and extended learning programs include the National School Lunch Program, the School Breakfast Program, the Summer Food Service Program, the Child and Adult Care Food Program, and the Special Milk Program. For more information, call 703-305-2286 or find program fact sheets on their Web site at www.usda.gov/fcs.

Effective Partnerships with Community-Based Organizations, Juvenile Justice Agencies, Law Enforcement, and Youth Groups

Implementing a quality after-school program through activities such as tutoring in reading and other subjects, arts and music classes and cultural enrichment, conflict resolution, intensive mentoring to prepare for college or careers, homework help, computer classes, organized sports activities, and drug-prevention requires collaboration among diverse partners: not only parents and educators, but also community residents, law enforcement agencies, service providers, community-based and civic organizations (e.g., the United Way, YWCAs or YMCAs, Girl Scouts, Boy Scouts, Junior Achievement, Boys and Girls Clubs), colleges, employers, arts and cultural institutions, museums, park and recreation services, and public officials.

Effective programs aim to draw on all of the community's diverse resources, including the participation of children and youth in program planning, in order to best address the concerns of an entire community.

Steps to building an after-school partnership. Collaboration often requires changes in traditional roles, responsibilities, expectations, relationships, and schedules. These changes can frustrate even the best of efforts if the people who implement the new program do not share common goals, a vision for what the after-school program can accomplish, and an understanding of the populations the program will target and the strategies to be used. Schools, parents, after-school staff, and community leaders can take several steps to ensure the success of an after-school program[114]:

- **Build consensus and partnerships** among key stakeholders to convey the importance of the after-school or summer program and involve them in its planning and implementation.
- **Assess school/community needs and resources** to operate before- and after-school programs.
- **Design a program** that provides learning opportunities for both children and families within the school and the community at large.
- **Address logistical issues**, including the use and maintenance of facilities, legal and liability concerns, and institutional policies.
- **Obtain qualified staff** and clearly define their roles and responsibilities.

Community Assessment Leads to After-School Program

Results from a 1990 survey by the American Association of University Women led to the development of the Before and After School Explorers (B.A.S.E.) Program in Lansdale, Pennsylvania. Since 1991, the school-based program has more than doubled in size, yet it still maintains a desirable 1:12 teacher-student ratio.

After-School Includes the Entire Neighborhood

The Chicago YouthNet Program is a network of youth development sites located in 20 of the city's 25 police districts, and is funded by City of Chicago corporate funds. The Program includes activities such as educational enhancement, support services, and recreational, cultural, and community activities. The Program utilizes the community resources of the local police district, local public schools and parks, neighborhood-based service providers, and community and religious organizations to provide a comprehensive joint venture program.

Using community resources effectively. Effective collaboration between the after-school program and the community, whether through partnerships or developed networks, gives students more options and helps to extend the resources available for after-school learning, enrichment, and recreation. Communities can provide a wide range of resources for developing high-quality programs, such as funding, facilities, materials, expertise, job shadowing experiences, mentors, tutors, and community service and learning experiences. Advisory boards help maintain strong links among the community, families, community-based organizations, religious organizations, employers, and the school system, and maximize a community's various resources. These boards can help the community conduct an inventory of existing after-school resources, such as opportunities at a Boys and Girls Club or local church, and identify the ongoing needs of a neighborhood.

Law enforcement officials make strong community partners. Law enforcement officials are stepping up to the plate in support of after-school programs as strong prevention measures against crime. Nine out of ten police chiefs agree that "if America doesn't pay for greater investments in programs to help children and youth now, we will all pay far more later in crime, welfare, and other costs." Indeed, when asked to pick the strategy that would be "most effective" in the long term in reducing crime and violence, the chiefs chose "increasing investment in programs that help all children and youth get a good start" nearly four to one over "trying more juveniles as adults" or even "hiring additional police officers." Following up on their beliefs, police officers and other law enforcement officials are collaborating with community groups, sponsoring after-school programs for children and youth, and serving as role models and mentors in the programs.[115]

We can make ourselves and our children safer by investing in child care and after-school programs for America's most vulnerable kids, instead of waiting to spend far more—in money and lives—on those who become America's 'Most Wanted' adults.

—R. Gil Kerlikowske
Buffalo Police Commissioner
President, Police Executive Research Forum

Strong Involvement of Families

Thirty years of research show the difference family involvement makes in children's learning and in life chances for success. Family involvement in after-school programs is just as important. The success of an after-school program depends on the involvement of both families and the community.

Involving families and youth in program planning. Programs designed to include families and children in the planning draw greater support from participants and their families and from the community at large. When programs incorporate the ideas of parents and their participating children, activities tend to be more fun and culturally relevant, and tend to capture children's and adolescents' interests better. Successful programs seek to involve parents in orientation sessions, workshops, volunteer opportunities, parent advisory committees, and in a wide range of adult learning opportunities, such as parenting education, computer training, and English as a second language.

Attending to the needs of working parents. Good programs are aware that their customers are not only the children they serve, but their families as well. These programs are designed with sensitivity to the schedules and requirements of working parents.

Accommodating family schedules
In addition to the after-school hours, activities are also scheduled during the morning hours before school when many parents are either commuting to work or already at the workplace. Learning, enrichment, and recreation activities are developed for program operation during school holidays and summer breaks as well for the children of working parents and others.

Making after-school affordable
Cost is an important factor for working families. Good after-school programs work hard to be cost effective and to make accommodations for families enrolling more than one child. Serving siblings of different ages is critical, whether in the same after-school program or in linked, age-specific programs. Siblings do not need to be served by the same program, but programs should work together to serve all children in a family in a convenient and cost-effective manner.

Parents Help Plan After-School Activities

The Master Program in Montgomery, Texas, offers elementary students the opportunity to experience a variety of educational and recreational activities after school. A committee of 8 to 10 parents works with the school's administration to oversee program operations and make decisions on class offerings. This committee not only serves as a liaison between parents and the school administration, encouraging positive communication as well.

Linking to transportation

In addition to addressing scheduling and cost issues, programs can help meet family needs by providing transportation to and from the before- and after-school programs. While transportation is a major cost for an after-school program, it is a critical safety and logistical concern for families.

Anti-Drug Tax Provides Free After-School Transportation for Kids

The citizens of Jackson County, Missouri, voted for a quarter cent tax increase two years ago to combat drug trafficking and abuse by placing more law enforcement officials on the street and providing prevention and treatment dollars to social service agencies. Bridger Junior High School in Independence, received a grant from the Jackson County Community Anti-Drug Tax (COMBAT) Commission to fund transportation costs for students returning home in the evenings from its after-school program, which the Commission considers a drug prevention effort.

Coordinating Learning with the Regular School Day

By extending the hours in which children learn, after-school programs can be an important resource for improving their academic performance. Instructional practices can be used to actively engage students' attention and commitment. In addition, enrichment opportunities not found during the regular school day—such as art, music, and drama—can be offered to supplement the regular school program.

Good extended learning programs provide a continuity of learning experiences for students after school through coordination with the regular school day and communication with the classroom teachers and staff of the school or schools attended by children in the after-school program.

Providing engaging opportunities to grow and learn. A wide variety of enriching and engaging activities can be offered in after-school programs to make learning fun and to provide recreation. Quality programs give children the opportunity to follow their own

Developing and Implementing an After-School Enrichment Curriculum

FOUNDATIONS Inc., a non-profit organization in New Jersey, provides enrichment programs, supportive services, and assistance to children in grades K–6 by operating an extended school day program within school buildings. Using literature-based curriculum manuals, students in FOUNDATIONS' programs participate in activities focused on five themes: All About Me—exploring conflict resolution skills and understanding of oneself; Our Global Festival—understanding the culture, history, and traditions of others; On the Creative Express—including the creative and performing arts as activities; TechQuest—teaching transferable skills based on student needs and teacher training; and Action Earth—exploring local as well as national events and issues. Children participate in individual, small, and large group activities; indoor and outdoor activities; and quiet and active play, all of which carry out these themes.

interests or curiosity, explore other cultures, develop hobbies, and learn in different ways, such as through sight, sound, or movement. Children in these programs are encouraged to try new activities, think for themselves, ask questions, and test out new ideas. Quality programming reflects the needs, interests, and abilities of children, recognizing that they change as children grow older.

Challenging curriculum in an enriching Successful programs make the extended-time curriculum challenging but not overwhelming. According to research, a challenging curriculum accommodates individual student needs, coordinates with in-school instruction, and focuses on more than remedial work.[116] It also combines direct teaching with indirect instruction, such as computer use, scientific experiments and other hands-on projects, art, music, reading for pleasure, youth leadership, and participation in community activities. Research suggests that combining these approaches helps students acquire a set of skills useful in school and in life.

Connecting the after-school curriculum. Quality after-school curricula integrate learning and enrichment through clear cycles of assessment, feedback, and evaluation that meet students' needs. Enrichment activities often include interdisciplinary, thematic group projects to integrate and reinforce concepts learned in school. For example, students studying multiplication in their math class might practice the multiplication tables through tap in a dance class or students studying cloud formations in their science class might draw cumulus, cirrus, and stratus clouds in their after-school art class.

"[LA's BEST] isn't baby-sitting. This gives children a chance to experience culture and learning while improving themselves."
— Site coordinator
LA's BEST after-school program

Linkages Between School-Day and After-School Personnel

Quality programs support and coordinate their activities with the school in a way that supports true partnership. In those after-school programs physically housed in school buildings, there is the opportunity to link together school-day and after-school personnel and resources in a seamless continuum of activities that focus on the well-being and growth of participants. Quality programs have:

Planning time to maximize children's opportunities. Time is provided for school-day and after-school staff to establish and maintain relationships of mutual respect and understanding. In so doing, teachers and the after-school or summer-time staff can confer on the social and academic status of participating children, create a welcoming environment for parent and community volunteers, and make arrangements for the use of facilities and materials, such as computer labs and recreational equipment. In some school-based programs, the after-school staff attend faculty meetings with the regular school-day staff and share teacher work areas.

Communication Between Regular School and Extended Day Personnel

Teachers and after-school staff at P.S. 5, an elementary school in the Washington Heights section of Manhattan, make daily communication about children's academic progress a priority. When the school opened its after-school program, Children's Aid Society staff helped to develop a formal notification system in which teachers would send homework slips to the after-school staff; however, this system was never implemented because teachers and after-school staff already communicated effectively through more informal means. The P.S. 5 school-day and after-school staff plan ahead and work together in a flexible way that works.

Coordinated use of facilities and resources. The most common complaint voiced in after-school programs is the lack of connection and coordination between the school and after-school staff regarding the use of facilities and equipment. These logistical problems are often more severe when the after-school program depends on resources brought together by partnerships between schools and other agencies or organizations. Typical problems include using classrooms and other school facilities and equipment (such as sports equipment and computers), providing transportation, and hiring staff. Communication and planning can prevent potential problems and misunderstandings about use of space and resources.

The National PTA believes that child care programs and facilities are important in addressing the education, nutritional, recreational, developmental, and safety needs of school-age and preschool children. The PTA encourages the effective use of existing facilities, such as public schools, for child care programs during non-school hours and days.

—National PTA Policy Statement

Evaluation of Program Progress and Effectiveness

After-school programs are, by nature, varied and complex, and no matter how well designed, programs must also take experience into account. Effective after-school programs have a continuous evaluation component built into the design so that program planners can objectively gauge their success based on the clear goals set for the program. For example, programs specifically designed to provide safe places for children need to monitor indicators associated with safety, such as drug use and victimization, but may not assess academic achievement. On the other hand, programs with a strong academic component will want to assess student progress in the after-school and regular school program.

Using data for improvement. A system of accountability and continuous evaluation supports program improvement. It is important to set clear goals for the program against which leaders, staff, and families can monitor the progress of the program and participating students. Depending on the focus of the program and its goals, data may

include students' academic performance; results of surveys and focus groups of children, families, staff, and volunteers; neighborhood and school crime statistics; school attendance records; and other information. Based on this information, leaders, staff, families, and community partners can gather periodically to discuss the progress and success of the program, which will help the program with important decisions about design and funding.

Evaluation Aids Continuous Improvement

Staff at sites in the Save the Children Out-of-School Time Rural Initiative discovered how useful evaluation data is to planning and improving their programs. One director from rural South Carolina said the evaluation process helps in "focusing on working on the small first" instead of trying to solve overarching problems with a single solution. The director of St. Ann's Catholic Outreach Center said that evaluation and training showed her how to set priorities for improvement of the Sisters' program, which serves 90 children, ages 5-17, in Kingstree, South Carolina.

Continuous monitoring and a shared understanding of the program's goals help leaders and staff maintain their focus, improve effectiveness and accountability, ensure parent and participant satisfaction, and identify necessary changes. By using data and feedback, a program's director can assess whether its key features are working as intended and help the program do better than before. It also can provide rationales for program effects on children's learning and the need for collaboration as well as guidance for management.

Designing effective evaluations. Programs should be regularly evaluated through the use of both self-assessment and outside assessment efforts tnat incorporate multiple measures of success that reflect program goals. The best evaluations employ well-designed, quantitative studies that include a control or comparison group of similar students who have not participated in the program. Finally, the evaluation will be most valuable if it is based on the specific goals of the after-school program and focused on measuring the program's progress towards and success in meeting those goals.

Chapter 3: Communities Meeting the Need for After-School Activities

You know trouble can start when the clock hits three,
When there's no place after school for kids to be,
Nothing to do but hang out on city streets,
When Mom and Dad are working to make ends meet.

—Now It's Time to Beat the Street
Public Service Announcement, National Urban League

The following examples incorporate many of the components discussed in the previous chapter. They describe how local communities across the country are meeting the need for safe and smart after-school activities that serve young people of all ages. By addressing the needs and tapping resources within local communities, programs like these provide learning, enrichment, and recreational activities to children in safe and drug-free environments. These examples are by no means exhaustive: they are intended to illustrate the kinds of innovative, exciting after-school programs that are working in schools and communities across the country. For more information, you can reach the contact listed with each example.

ASPIRA Lighthouse Program
Bridgeport, Connecticut
Contact: Tammy Papa, 203-576-7252

The Lighthouse Program, an educational and recreational program located in 11 Bridgeport schools, serves children in grades K–12 three hours a day, five days a week, and all day during the summer. In providing educational enrichment, cultural awareness, and recreational activities, the program offers children a range of options from karate and dance to reading skills and math and science programs. Volunteers, including parents, teach special classes, car-pool students, read with children, and help with homework. The program is well connected to the schools: each site coordinator is a teacher in the school. The principal, other teachers, and community agencies manage the program with the cooperation of families, students, school custodians, and security guards.

The chief of police credits the Lighthouse program with the decrease in crime, especially in juvenile crime, throughout the city. Lighthouse children outperformed other students on standardized tests in reading and math, and they showed better attendance rates. Parents, teachers, and students also reported improved student self-

motivation, higher levels of homework quality and completion, fewer disciplinary referrals, and better peer and teacher relationships.

ASPIRA Math and Science (MAS) Academy
ASPIRA Association, Inc.
Washington, DC
Contact: Al Staropoli, 202-835-3600

The Math and Science Academy was created to improve the low representation and achievement rates of Latinos in math and science. Since 1995, the MAS Academy has served hundreds of students and parents in Miami and Chicago. The ASPIRA MAS Academy aims to positively affect middle school, Latino youth by offering constructive, after-school and summer activities, including tutoring, field trips, counseling, family involvement activities, hands-on math and science activities, and other support activities that help students remain in school and progress to the next academic level.

Each year, the MAS Academy kicks off with a meeting of parents, students, and teachers to discuss the goals of the Academy. At this time, parents, teachers, and tutors meet one another, and together, they talk about the importance of math and science education. Throughout the year students gather in small groups to perform hands-on math and science activities with teachers or college tutors in the areas of general science, biology, physics, earth sciences, and math. The Academy also fosters math and science education through visits to scientific institutions (e.g., museums, zoos, research institutions) and career planning. Through videos, books, brochures, and other mediums, students are introduced to a multitude of careers in math and science. Latino scientists, mathematicians, engineers and other technology specialists visit students in the program and interact with them informally, answering questions about what it's like and what it takes to be a scientist.

Outcomes of the MAS Academy include measurable changes in the motivational and educational levels of participants, awareness of the role of math and science in their future, an increase in family involvement in the education of children, and stronger linkages among scientists, educators, and science and educational institutions. One student commented: "In school we learned a lot about science and math [but] in the MAS program we learned about it in a fun way." The program will be expanded to New York City and Newark this year to serve a yet larger audience of Latino students.

Bailey Gatzert Elementary School, Extended Day and Saturday Academy
Seattle, Washington
Contact: Pat Sander, 206-726-6720

The Extended Day and Saturday Academy at Bailey Gatzert Elementary School, a Title I school, offers voluntary enrichment activities in reading and math to students identified as achieving below age- or grade-appropriate levels based on standardized test scores or classroom teacher observation. The program is primarily for students in grades 2–5, but some kindergartners and first-grade students participate.

Bailey Gatzert offers extended day tutoring

activities to about 50 students from 3:20 p.m. to 4:30 p.m., three days a week. A corps of certified teachers and volunteers—college students fulfilling course work requirements, high school students, and stockbrokers who have adopted the school—provide students with one-on-one tutoring daily. On one other afternoon, students participate from 3:30 p.m. to 5:30 p.m. in community-sponsored activities, such as a kids' cooking team, literacy group, and Campfire Boys and Girls.

On Saturday mornings from 9 a.m. to 12 p.m., about 50–60 children and parents join an enrichment program with activities such as reading, computer lab and library, and science, cooking, and language arts. In addition, the school hosts a schoolwide dinner one night a month, where 150–200 parents, guardians, teachers, students, and community members participate in educational games and learn about proper nutrition.

Beacon School-Based Community Centers
New York, New York
Contact: Jennie Soler-McIntosh, 212-676-8255, or Michelle Cahill, 212-925-6675

The Beacon Schools initiative formed based on recommendations of a task force charged with developing an anti-drug strategy for New York City. The intent was to create safe, drug-free havens where children, youth, and families would engage in a wide range of positive activities. Community-based organizations work collaboratively with community advisory councils and schools to develop and manage the 40 Beacon schools.

At least 75 percent of the Beacon Schools are open 13–14 hours a day, seven days a week; the rest are open at least 12 hours a day, six days a week. Typical ongoing participant enrollment at the Beacons averages 1,700 community residents. Beacons offer sports and recreation, arts and culture, educational opportunities, vocational training, health education, and the opportunity for community meetings and neighborhood social activities. The New York City Department of Youth and Community Development funds the program. Each Beacon receives $400,000 annually, along with $50,000 for custodial services. Several private foundations also provide funds to enhance Beacon programming.

At P.S. 194, a Beacon School, the Countee Cullen Community Center operates from 8 a.m. to 11 p.m. every day of the week, serving 150 youth. A Teen Youth Council has launched a community beautification effort, sponsored workshops on job readiness and employment skills, and organized a peer mediation program to prevent youth violence. Narcotics Anonymous, the Boy Scouts, a meal program, cultural studies, and supervised sports also take place at the community center. Through the center's Family Development Program, case managers work with families to keep children out of the foster care system, to help students with remedial academics, and to support parents as the primary educators of their children. The Beacon Program has increased youth access to vocational arenas, therapeutic counseling, and academic enrichment.

Students' performance on standardized reading tests has improved, and police report fewer juvenile felonies in the community.

Carr Creek Family Resource and Youth Service Center
Knott County, Kentucky
Contact: Debbie Joseph, 606-642-3831

Carr Creek Family Resource and Youth Service Center (FRYSC), the largest and best developed in Knott County, has been operating its after-school program for seven years through energetic and creative leadership and the combined funding of various grants. Through community support from local agencies and businesses, sixty-two parent volunteers and nine welfare-to-work employees are actively engaged in providing quality after-school enrichment activities to over 85 children and their families. The program operates until 5:30 p.m. each day after school, and from 7:30 a.m.–5:30 p.m. on holidays, school vacations, and during the summer. The after-school program offers a diverse and exciting menu of activities from homework help, job-sharing with community adults, and hands-on science projects to sewing, drama, music lessons, and sports activities, all of which take place in the school. In addition, workshops on conflict resolution and alcohol and drug prevention are also offered to both children and families.

City of White Plains Youth Bureau
White Plains, New York
Contact: Al Moschetti, 914-422-1378

The City of White Plains Youth Bureau provides children and youth, ages 5–21, with effective youth development programs. The programs focus on enabling children and youth to believe in their future by applying their energy and skills in a productive way today. The program builds individual character, provides "safe space" for after-school structured activities that engage interest and develop skills, and presents opportunities for community service under the supervision of positive role models. The program's focus on the prevention of risk-taking behavior helps to strengthen families, schools, and communities.

The Youth Bureau builds strong communities by offering an after-school program for elementary and middle school students, which provides affordable quality care for children in working families. The Youth Bureau also offers the *Alternatives Program,* designed for high school students with a focus on academic support during after-school time; a *Bits & Pieces Tutorial Camp,* which provides a relaxed academic enrichment and learning environment for children in grades one through six; a *Neighborhood Services Program,* providing safe "drop-in centers" for middle school and high school students to go to during after-school and evening hours for recreational and educational activities; and a *Youth Employment Service,* which provides youth ages 14–21 with job referrals, subsidized employment, counseling, and advocacy.

Community Education Centers, St. Louis Public Schools
St. Louis, Missouri
Contact: Ron Miller, 314-773-7962

The St. Louis Public School District operates 16 Comprehensive Community Education Centers—nine elementary school sites and seven middle school sites. Approximately 18,000 to 22,000 youth and adults participate in Community Education programs, which have been offered by St. Louis Public Schools in partnership with the city government since 1968.

Operating throughout the year and during the summer, Community Education Centers (CEC) are open four days a week from 6:30 a.m. until 10 p.m., and some facilities remain open on Friday evenings and weekends. Day camps and teen drop-in activities complement academic course offerings during the summer. All CECs have after-school programs for youth, including tutoring and homework assistance, cultural enrichment, recreation, organized team sports, violence and drug prevention, and other activities that enhance academic achievement. Additionally, career exploration programs for teenagers are offered at some CECs, and adult programming is available through general education, home and family, arts and crafts, recreation, vocational, and college courses.

Each CEC has a Community Council of local residents, parents, service providers, elected officials, local business leaders, clergy, and youth. The Councils meet at least once a month to assess and advise on the needs of the program. Each CEC has an administrative team of a principal, instructional coordinator or administrative assistant, and a CEC coordinator responsible for implementing and monitoring all services. Each CEC also has an Action Team that meets regularly to facilitate collaboration and cooperation among the service providers. Metropolitan St. Louis Police Department School Beat Officers, City of St. Louis Neighborhood Stabilization Officers and AmeriCorps members also comprise the Action Teams. The Action Teams make use of information from ongoing evaluations of the program.

Elk Grove Unified School District, Twilight Schools
Elk Grove, California
Contact: Elizabeth Pinkerton, 916-686-7712

The Twilight Schools in the Elk Grove Unified School District in South Sacramento County provide after-school programs for the entire family. There are three components to the program: preschool for four-year-olds; homework and tutoring center for K–12 students; and parent workshops and classes. Twilight Schools are located in empty classrooms at four elementary school buildings three days a week from 4 p.m. to 7 p.m. The Schools utilize classrooms after hours to provide homework tutoring centers and to enable use of the libraries and computer rooms. Parents, many of whom are recent immigrants, attend specialized classes, such as English as a second language, GED preparation, family literacy, parenting, and job training, also offered through the Twilight program. Program funding and support come from Title I, the Gifted and Talented program, emergency immigrant program funds, and businesses, such as

Campbells, a large local employer that donates soup nightly.

Each of the four elementary school buildings utilized in the Twilight program are located in high-poverty neighborhoods, and each school serves its own population of approximately 1,000 children and families from nearby schools. About 700 students and parents attend the program each night, with approximately 150–200 persons at each site. The Elk Grove Unified School District population continues to grow, with at least 2,000 new students enrolling each year. The Twilight program is designed to serve a growing population in which more than 60 different languages are spoken, and it focuses on developing literacy and language skills and ensuring competency in academic subjects, especially reading and mathematics.

Modeled on Head Start program performance standards, the Twilight preschool program, funded by Title I, promotes parent participation in program activities. Parents volunteer in the preschool classrooms, attend tutoring sessions for their children, and participate in workshops to learn about their children's development and how to better prepare their children for academic learning. Additionally, high school students earn credit while serving as mentors and role models for participants in the program. In addition to certified teachers, community and AmeriCorps volunteers teach workshops on various topics, such as nutrition, the job market, reading strategies to use at home, car and bicycle safety, and family math.

4-H After-School Activity Program (4-H ASAP)
Los Angeles, California
Contact: Don MacNeil, 805-498-3937

Through the U.S. Department of Agriculture's Cooperative Extension Service in conjunction with the University of California, business, education, and government join together in a local partnership to run the 4-H After-School Activity Program. It provides hands-on learning to over 1,000 children, ages 7–13, in 20 public housing and school sites. Operated in a school or public housing facility, the program offers students a safe haven after school, caring adult mentors, assistance with school work, extended learning activities, and encouragement and reinforcement of positive attitudes and healthy living. Other activities include reading, computer literacy, conflict resolution, community service, and career exploration.

Supporting the program are area colleges and universities, businesses such as Unocal, various foundations, federal and state agencies, the resident advisory councils, parents, and community volunteers.

In an evaluation of the program in Los Angeles, many parents reported that the 4-H program had a positive effect on the attitude and behavior of their child. Over 85 percent of parents claimed that the program has kept their children out of gangs, and over 83 percent noted that their children's interest in school has increased.

Gateways Summer School
San Diego, California
Contact: Carolyn Wood, 619-453-8167

The Gateways Summer School program was formed in 1982, and provides unique educational experiences for students during the summer. Gateways functions as a non-profit community-based organization operated by parents. Gateways provides enriching experiences for children in grades 1–12 through courses designed for students who have mastered basic concepts and are interested in learning new material. Classes are conducted in school classrooms that would otherwise be vacant in the summer.

A maximum of 20 students are enrolled in each class. In 1997, over 2,000 students attended classes taught by 71 teachers with help from 61 high school students hired as aides. These high school students assist in the classroom and also supervise students between classes and lunch time. Since Gateway s is a first job for many of the high school students, the program is a learning experience for them, too.

Institute for Student Achievement
New York State
Contact: Lavinia T. Dickerson, 516-562-5440

The Institute for Student Achievement provides a school-based program of counseling and academic assistance to middle and high school students who are having trouble in school. The program, which has both after-school and summer components, operates in six school districts in New York State, including Long Island, New York City, Mt. Vernon, and Troy.

STAR (Success Through Academic Readiness) supports high school students through academic enrichment and counseling for at least two hours a day after school. COMET (Children of Many Educational Talents) addresses the special needs of middle school students, helping them to improve communication, comprehension, and social interaction skills and to make the transition to high school smoothly.

After-school staff coordinate with the teachers of participating children to make sure children get the extra help they need in academic subjects through tutoring, academic enrichment activities, and computer-assisted instruction. School staff, after-school staff, students, and parents together develop an Individual Enrichment Plan to set goals and measure progress. In addition, students join weekly individual or group counseling sessions.

Community service and family involvement are key components of the after-school programs. For example, students who first learned technology skills through the program then led a computer class for parents. Parents attend conflict mediation training and parenting skills workshops.

Every STAR student has graduated from high school, and 96 percent have gone on to college. Test scores at participating Hempstead High School on Long Island improved so much that the state removed the school from its list of low-performing schools a year ahead of schedule.

I.S. 218 and P.S. 5, Children's Aid Society Community Schools
New York City, New York
Contact: C. Warren Moses, 212-949-4921

I.S. 218

When I.S. 218 in New York City decided to become a community learning center, the school created an after-school program with the help of the Children's Aid Society and other community partners. A parent survey indicated concern about homework, so the after-school program initially focused on providing homework assistance. Within months, two computer labs, dance classes, arts and crafts, band, and some entrepreneurial programs were also added to the after-school program, with learning and homework always central. The after-school program gradually evolved into an extended day program in which, for example, non-English speaking children can attend Project Advance for special instruction in Spanish and English as a second language.

Evaluations show that the after-school program at I.S. 218 positively affected both the school's and children's attitudes. When compared to a school with similar characteristics, I.S. 218 students performed, on average, 15 percent higher on reading and math exams. These results can be attributed, in part, to the after-school activities provided to all students.

P.S. 5

Before- and after-school activities have been a part of P.S. 5 from its opening day as a community school. Half of the students at P.S. 5 participate in the breakfast program, which begins at 7:30 a.m. The extended day program organizes students by classes, and the daily schedule includes academics and homework help, fine arts, gym, dramatics, and recreation. The Broadway Theater Institute helps children put on musicals. Teachers in the extended day program communicate daily with regular teachers about homework and special help that students may need. Parents serve as assistants in the program, and over 300 adults participate in the Adult Education program, which offers classes in English as a second language, GED preparation, literacy, and arts and crafts. Students and families also have access to physical and mental health services and an on-site Headstart program.

Since 1995, the school has shown impressive gains in reading and math achievement. In math, the number of students performing at grade level improved from 45 to 59 percent, compared to 42 percent in similar schools. Thirty-five percent of students are now reading at grade level, compared to only 21 percent in 1995 and just 17 percent in similar city schools.

KIDCO, Tucson Parks & Recreation Department
Tucson, Arizona
Contact: Peg Webber, 520-791-4873

The KIDCO initiative began in 1989 by providing free after-school and summer recreation programs for elementary school children. The after-school program runs 24 weeks a year at 31 sites, four days a week and two and a half hours a day, from school dismissal to 6 p.m. The after-school program enrolls more than 3,700 children, and the summer program serves almost 5,000 children at 47 locations. Following reports of drastically increasing juvenile

crime and delinquency in 1992, the Mayor and Council of Tucson pledged to provide enhanced services for children, and in 1993, the City Council provided KIDCO with $500,000 in additional funding, which enabled the program to undergo a major expansion of services. Designating Tucson a "child-friendly community," the City Council continues to identify innovative mechanisms to raise funds to support KIDCO youth programs.

The KIDCO programs are usually located in neighborhood schools, and each is unique to the neighborhood and its particular partners, which include tribal village councils, Arizona Commission on the Arts, Tucson Audubon Society, University of Arizona, Pima Community College, a cable television corporation, school districts, private schools, malls, and community agencies, such as the YMCA, Girl Scouts, and Campfire Boys and Girls. Other city agencies and departments such as Police and Fire, Education, and Water helped in the development of materials and program options. The program is offered free of cost to families who participate. It provides varied recreational and leisure activities, including physical fitness, sports, arts, crafts, values, self-esteem building, self-respect, listening and caring skills, social skills, friendship, cooperation, free time, and creative expression. Participants also join in special events, such as the Safe Kid Bicycle Event, Bike Rodeos, and the On the Right Track drug prevention program.

LA's BEST (Better Educated Students for Tomorrow)
Los Angeles, California
Contact: Carla Sanger, 213-847-3681

By employing teachers and other staff, LA's BEST (Better Educated Students for Tomorrow) provides 5,000 students in 24 schools across the city with academic tutoring and instruction, a safe haven for enrichment and recreation, and an opportunity to develop self-discipline, self-confidence, and interpersonal skills. Through a partnership of the Los Angeles Unified School District, the City of Los Angeles, the state department of education, and private sector companies, the program runs until 6 p.m. after school, Monday to Friday, serving children in neighborhoods vulnerable to gangs, crime, and drugs.

The program includes homework assistance and learning activities, clubs ranging from computers to cooking, organized sports, field trips, and the arts. Diverse and creative enrichment activities involve children in dance, music, science, and art. A significant number of parents and volunteers participate in LA's BEST programs on-site and in regional and citywide activities.

Independent evaluations have shown that children who participate in LA's BEST get better grades, have greater enthusiasm for regular school and show positive changes in behavior. Schools running an LA's BEST program have shown a 40-60 percent reduction in reports of school-based crime.

The Lighted Schools Project
Communities in Schools, McLennan Youth Collaboration, Inc.
Waco, Texas
Contact: Joyce Reynolds, 254-753-6002

The Lighted Schools Project provides over 650 middle school youth with a safe, supervised environment during after-school hours four days a week from 3:45 p.m. to 6:30 p.m. Children are transported home at the end of the program each night. Communities in Schools case management and social work staff oversee operations at each site. Thirteen community agencies provide all after-school services and programs for students and families at the sites.

While the program targets at-risk youth, all middle school youth can participate in free activities, including sports, crafts, special events, and art instruction. Students have access to primary health care if it is needed, and may also participate in small group activities addressing issues such as building self-confidence, making positive choices, violence prevention, dangers of drug and alcohol abuse, and conflict resolution. Some of the schools provide children with tutoring and homework assistance. Some sites participate in community volunteer projects. Additionally, a number of students each year are matched with a Baylor University mentor, who commits to mentoring a student for the entire year while participating in a college course on mentoring skills. Other community partners include local school districts, a hospital, the city recreation department, the community arts center, and a local council on alcohol and drug abuse prevention.

Children who participate in Lighted Schools say they appreciate having a safe place to go after school, that it keeps them off the streets, and that it is more fun than sitting at home in front of the television. Several say that if the program did not exist, they would probably be in trouble. In a 1997 evaluation, 57 percent of students at four of the sites improved their school attendance. Two sites experienced a 38 percent decrease in the number of participants failing two or more classes.[117]

The Milwaukee Project
Milwaukee, Illinois
Contact: Sue Kenealy, 414-935-7868

The Milwaukee Project is a U.S. Department of Justice Weed and Seed site, in which law enforcement, community-based organizations, and residents work together to improve their neighborhood. The Milwaukee Public Schools system collaborates with local groups to provide Safe Havens at three neighborhood sites. Approximately 8,300 youth participate in Safe Haven after-school programs. The programs provide homework and tutoring assistance, recreational activities, games, choir, arts and crafts, and computer skills.

The Safe Havens involve the police department in program planning, and also encourage students to participate in the Police Athletic League. The programs have played a role in the reduction in the crime rate in areas with a Safe Haven by providing youth with alternative activities during high-risk hours for delinquency. In the 15 months following inception of the program, the crime rate dropped by 20.7 percent in the areas with the neighborhood sites.

The rate of violent offenses in these areas dropped by 46.7 percent during the same time period.[118]

The MOST Initiative (Making the Most of Out-of-School Time)
Contact: Joyce Shortt, 781-283-2526

The MOST Initiative (Making the Most of Out-of-School Time), an initiative of the DeWitt Wallace-Reader's Digest Fund which is managed by the National Institute on Out-of-School Time, has helped to increase the supply and improve the quality of activities, experiences and programs for children ages 5–14 during their non-school hours. Among the national goals of the MOST initiative are raising public awareness of the need for after-school programs; increasing the numbers of children served; assisting in program start-up and improvement and in training opportunities for providers; and sharing information about "what works."

Three cities—Boston, Chicago and Seattle—are now completing the third year of their action plans, which focus on community-based, collaborative strategies designed to improve opportunities for children and youth. Developing a system of school-age care in each community requires bringing different players to the table. In each city, MOST has facilitated discussions among various stakeholders from direct service providers, who contribute their knowledge of the needs in the community and of what constitutes good programming, to representatives of city and state agencies and schools, which contribute both resources and facilities. The Chapin Hall Center for Children at the University of Chicago is conducting an independent evaluation of MOST's effects on increasing supply, improving quality, and developing systems of school-age child care in the three cities.

Boston, Massachusetts
Contact: Elaine Fersh, 612-426-8288
Parents United for Child Care leads the Boston MOST Initiative with funding support from the Boston Foundation, the City of Boston, and many others. The Boston MOST Initiative provides small start-up grants and intensive technical assistance to a group of public schools that are initiating new school-based before- and after-school programs. Boston has made a concerted effort to link with the arts community and cultural institutions so children have the opportunity to participate in the arts and to take advantage of the cultural resources in their community.

Chicago, Illinois
Contact: Leonette Coates, 773-564-8874
The Chicago MOST Initiative is working with the Chicago Park District to transform drop-in programs into regularly scheduled after-school programs in areas where the need is greatest. Chicago has also focused on training and professional development for after-school staff as well as recruitment and preparation of future staff.

Seattle, Washington
Adrienne Bloom, 206-461-3602
In Seattle, Reading Is Cool, a program planned cooperatively by MOST, the Seattle Public Schools' Director of Academic Achievement, and Washington Literacy, encourages children to enjoy recreational reading and to increase their exposure to reading-based activities during the summer. Seattle has 10 new programs through the

MOST efforts, which serve some of the city's most low-income areas, as well as summer programming for 560 children—immigrants, refugees, and children with special needs—most of whom had not previously participated in a program.

Plus Time New Hampshire, Statewide Network
Youth Opportunities Unlimited (Y.O.U.), Manchester, New Hampshire

PlusTime New Hampshire
Contact: Cynthia Holt, 603-798-5850
PlusTime is a statewide network dedicated to ensuring that all youth have access to affordable, quality out-of-school time programs in New Hampshire. To increase community awareness about the need for after-school programs, PlusTime uses the media, works directly with communities, conducts workshops and conferences, and disseminates materials to after-school providers and schools. PlusTime convened a statewide strategic planning meeting for local communities, after-school service providers, religious leaders, businesses, families, schools, children's advocates, and government and juvenile justice agencies. The network has collaborated with other partners to apply for grant funding, and they have disseminated a number of start-up and expansion grants.

PlusTime New Hampshire works to improve quality and to increase capacity. They have assisted 53 after-school programs in program improvement. By working with another 59 communities, the organization has helped to start 24 new programs, serving almost 1,000 youth. PlusTime partners include University of New Hampshire Cooperative Extension, State Parks and Recreation, YMCA, YWCA, Department of Education, Department of Health and Human Services, and Boys and Girls Clubs.

Y.O.U. After-School Program
Beech Street School
Contact: Andy Hamblett, 603-623-3558
Supported by PlusTime New Hampshire and its partners, the Y.O.U. after-school program, which stands for "Youth Opportunities Unlimited," serves 80 children, ages 5–14, who attend Beech Street School, located in a poor, crime-ridden area of Manchester, New Hampshire. The Y.O.U. program focuses on community collaboration and comprehensive approaches to supporting children, one-on-one attention, high expectations and strong links to the school, family involvement, and life skills training for students of all ages.

For the 45 young children, ages 5–9, who attend the Y.O.U. After School Adventure Program, the hours are filled with homework help and other learning activities, a nutritious snack, small group activities, games, projects, and reading. Fourth- through sixth-graders take part in the Y.O.U. Peer Adventure program, where they can get extra help with schoolwork and homework and join together in community service projects, such as a river clean-up. The Teen Program serves students in grades 7–12 in a club-like atmosphere. Y.O.U. Teen Leadership builds critical thinking skills and trains high school students to serve as mentors to middle school students in the Peer Adventure Program. Monthly family activities bring everyone together.

Students benefit from the Y.O.U. program in a myriad of ways. They name caring adults

in their lives whom they trust. They make new friends and develop social skills. They do better in school and attend more regularly. Their self-esteem and ability to solve problems improves. They show a willingness to try new things and an increased capacity to think before acting. And their families are more involved in their lives and in their learning. Y.O.U. helped to establish a parent-teacher organization at Beech Street School, which did not have one. In addition, two Y.O.U. parents headed a community project to tear down a former crack house and build a park in the neighborhood.

Santa Fe Boys & Girls Club
Santa Fe, New Mexico
Contact: Patricia Martin, 505-983-6632

The Santa Fe Boys & Girls Club provides out-of-school programming for children and youth ages 6–17. Programs are conducted during after-school hours, summer vacations, and school recesses. The Club's program, Education and Health 2000, is conducted at a central facility in Santa Fe and five satellite sites in suburban and rural areas surrounding the city. Participating youth come from all economic and ethnic backgrounds, although a high percentage are Hispanic or Native American youth from single-parent homes. The Santa Fe Boys & Girls Club is the sole provider in the area of teen programs, which run throughout the year and serve up to 5,500 youth at any given time.

Club programs promote youth development and prevent delinquency among youth through activities intended to build both educational and recreational skills. Programming includes homework tutoring, access to two libraries, arts and crafts, athletics, karate classes, computers, and field trips. The Santa Fe Boys & Girls Club works with AmeriCorps VISTA members to provide enhanced services to children and families in the area. The Santa Fe County sheriff reported: "Since the satellite programs have been set up in the County, the Sheriff Department calls to those areas have dropped considerably, youth violence and vandalism have also decreased."

Save the Children Out-of-School Time Rural Initiative
Western Region
Contact: Renee Paisano, 505-268-5364

Through the Save the Children Out-of-School Time Rural Initiative, Save the Children, the National Institute for Out-of-School Time, and Aguirre International have teamed up to provide training, technical assistance, and ongoing evaluation to rural sites across the country that are working to provide children with constructive activities, safe places, and caring adults. Many of these examples highlight the special needs for and challenges in providing after-school activities to children in rural areas.

El Rito, New Mexico, Family Learning Center. The Family Learning Center has an ongoing commitment to El Rito, a community in the Mesa Verde region of Northern New Mexico. At the Center, after-school and summer programs are the primary targets for children and youth. Currently, 192 children and youth are served at the Center. Activities range from traditional arts to computer lab instruction, all funded by Save the Children.

The Center provides a safe and stimulating place for children and youth that meets educational and social needs and an intergenerational environment for young children and older youth alike. It focuses on the need for healthy alternatives to the unemployment factors that threaten the community, and it serves as a central meeting place for the social, cultural, and educational activities of many community groups. Children benefit academically and socially from the ongoing projects at the Center, especially from the tutoring program that operates during the school year.

Chinle, Arizona, Youth Development Program. Chinle is a community in Arizona of approximately 5,100 people, of which 2,700 are youth. Among the youth population, it is estimated that almost one-half are involved in either substance abuse or gangs. Chinle's Youth Development Program aims to help youth develop positive relationships among themselves and with adults, especially with their parents. The program also promotes self-esteem and addresses issues that teenagers face, such as drugs, gangs, employment skills, puberty, and other topics.

Youth programs attempt to instill pride by presenting alternatives to destructive choices. According to Save the Children's volunteers in Chinle, community members strongly support the program because it improves the lives of children and addresses the needs of future leaders. Locally, the program supports a Learning Center and networks with the Navajo AmeriCorps and the tribal Division of Youth Programs. About 500 youth take part in educational and recreational activities, including intergenerational activities, sports, survival camps, and peer tutoring.

Zuni, New Mexico. Currently operating in both elementary schools, the middle school, and in one high school in the Zuni School District, the after-school enrichment activities in Zuni, New Mexico, reach 500 sponsored children and their families. As a model family literacy effort, the program includes a ten-year-old Family Book Bag Project in which families check out bags of books to take home, and they attend guest authors and illustrators workshops, community read-a-thons, and the Book Publishing Project. In addition, students are guided through a project found on the I*EARN (International Educational Resource Network) Web page in which children from around the world exchange cultural understanding and knowledge. About 40–50 children are now participating in a new Summer Arts and Reading Program that promotes recreational reading and other literacy-based activities.

According to the coordinator, the training provided through the Rural Initiative has been a key component: she has learned new strategies and ideas for activities and use of space and made connections to other similar programs across the country. The coordinator attributes the increased bonding among families and teachers to training in child development. Training in data collection and evaluation methods has been extremely useful to the staff in documenting the success of enrichment activities with the help of participating children. This information will help the program to reinforce and communicate its success.

Shalimar Learning Center
T.H.I.N.K. Together
Costa Mesa, California
Contact: Pablo Diaz, 714-543-3807

Located in three apartments in a high-crime, low-income neighborhood in Orange County, California, Shalimar Learning Center provides tutoring in reading and math, homework help, mentoring, English language development classes, and use of the computer lab to over 150 students who drop in daily after school. Students in grades 1–12 who come to the learning center know that schoolwork is the priority at this center, which was created in response to a need expressed by the parents in the neighborhood. Running the center, which is open year-round, five days a week, is a team of 2–5 paid staff and a pool of 75–120 volunteers who commit to two-hours shifts one day per week. The grade point average of teen students at Shalimar Learning Center improved by 34 percent, and not one of the participating students dropped out of school.

Since the opening of the Shalimar Learning Center in 1994, the nonprofit organization T.H.I.N.K. Together has organized community, school, and corporate resources to open four more learning centers in different neighborhoods. The locations include a downtown church, schools, and donated apartment space, and the number of students reaches up to 400 in some sites.

The 3:00 Project
Decatur, Georgia
Contact: Anne Bramlette, 404-373-7414

Initiated in 1994 and funded by the private and public sectors, the 3:00 Project now serves more than 750 middle school students at 17 sites throughout the state of Georgia, including Atlanta, Columbus, Decatur, Macon, and Savannah. The curriculum focuses on four key goals: providing a safe environment for children out of school, encouraging collaboration of community resources, and improving both academic success and skill-building for students.

Staff in The 3:00 Project sites and other after-school programs receive training from the Georgia School Age Care Association, with an emphasis on child/adolescent development, community service learning, and community collaboration. AmeriCorps provides staff in Decatur, Macon, and Savannah. Community service activities range from stocking food banks to performing puppet shows on substance abuse at elementary schools. Approximately 60 percent of students and teachers and over 80 percent of parents agree that the 3:00 Project also enhances students' interpersonal skills and helps the students learn how to make a positive contribution to the community through volunteer work.

Virtual Y
New York, New York
Contact: Paula Gavin, 212-630-9694

In partnership with the New York City Board of Education, Chancellor Rudy Crew, and the United Way of New York City, the YMCA in New York is working to bring extended school services to 10,000 public school children by turning 200 of the city's public schools into Virtual Y's from 3 p.m. to 6 p.m. after school each day. At each Virtual Y, 50 second-, third-, and fourth-graders take part in the Y's traditional curriculum, the spirit–mind–body triangle, designed to build strong values, enhance education, improve academic performance, and promote healthy lifestyles—with reading as the "golden thread" woven throughout to meet the national goal of helping all children learn to read well and independently by the end of third grade. The Virtual Y Book Club, which provides books and incentives for reading, is just one of many literacy-building activities in which children take part.

Families, schools, and the community—the second Y triangle—work together to make the Virtual Y program happen. To ensure collaboration between all partners, principals apply to become a Virtual Y school and make several commitments in advance, including agreeing to provide security and use of classrooms, gyms, libraries and other facilities during program hours, designating a liaison between the YMCA and the school, and acquiring approval from the PTA, superintendent, and teacher union. Family involvement is also key. On a day-to-day basis, the Virtual Y maximizes resources by using a mixture of full- and part-time professionals and volunteers, including college work-study students, AmeriCorps volunteers, and high school students involved in service learning and by garnering funds and in-kind contributions from an array of public and private sources.

Voyager
Dallas, Texas
Contact: Marsha Smith, 1-888-399-1995

The Voyager Company and its nonprofit foundation are committed to providing all school children with real life learning "adventures" that build achievement levels based on national standards in reading, mathematics, science, and writing. In 1994, the company launched 11 pilot programs in Texas elementary schools with differing socioeconomic populations. Voyager offers public schools and other education providers a diverse array of curricula that incorporates theme-based, participatory, and hands-on learning. Partners in developing curricula include the Smithsonian Institution's National Museum of Natural History, Discovery Channel, and NASA.

Voyager builds partnerships with school districts and teachers to help them deliver multi-age or grade-specific programs that improve academic performance and support social development of children. Through ongoing training by experienced specialists, teachers learn strategies to engage students in interdisciplinary projects that also involve parents and community members. Teachers also receive training in assessment of program effectiveness and student performance. Anecdotally, educators and parents say that Voyager has increased children's interest in learning, student attendance, and academic performance.

Since 1994, Voyager has expanded to serve over 22,000 students in 60 school districts, some of which use Title I funding for the program.

YMCA of Middle Tennessee
Nashville, Tennessee
Contact: Lisa Beck
615-259-3418, ext. 100

The YMCA of Middle Tennessee is the largest provider of school-age care in the state of Tennessee, providing activities and care for 5,660 children after school at 117 school sites in middle Tennessee. For 14 years the YMCA has provided year-round services, including full-day care during the summer, on school holidays, and snow days. The YMCA works closely with principals, teachers, and school officials to create a program that enhances the child's school experience while developing the child in all areas—physical, social, emotional, and intellectual. The program, Fun Company, incorporates outdoor play, homework time, community service activities, character development, dramatic play, games, artwork, life skills development, and science activities. Nashville hosts a number of school-based "discovery learning centers" that reinforce academics in fun ways, strengthening math, reading, language arts, and study skills.

In collaboration with the schools, the YMCA provides care both in schools and at local YMCAs. The YMCA provides more than $1.1 million in financial assistance for those families unable to afford care; 26 percent of all families served by the YMCA receive financial assistance. Each of the 405 staff members receives extensive training through the YMCA of the USA national training program, developed in cooperation with Wellesley College.

YouthARTS Program
San Antonio, Texas
Atlanta, Georgia
Portland, Oregon
Contact: Bill Bulick, 503-823-5405

YouthArts is a collaborative agreement between the National Endowment for the Arts (NEA) and three local arts agencies in the cities of San Antonio, Texas; Atlanta, Georgia; and Portland, Oregon. The project is designed to determine the effectiveness of arts-related programs to prevent delinquency among youth at risk. Two of the programs target older youth on probation while the third is an after-school program for sixth graders. An OJJDP evaluation of the program found that a greater proportion of Youth Arts program participants showed improvements in their attitudes toward school, self-esteem, self-efficacy, positive peer associations, and resistance to peer pressure than did comparison youth, and fewer YouthArts program participants had new court referrals during the program period than did comparison youth.

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88. Carlisi, 1996.

89. Miller, 1995.

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92. Gregory, 1996.

93. Gregory, 1996.

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98. McCormick and Tushnet, 1996.

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100. Gregory, 1996.

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106. Patty Burness, ed., *Learn and Live* (Nicasio, California: The George Lucas Educational Foundation, 1997).

107. Brickman, 1996; Robison, 1993.

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110. This chapter contains a number of examples. Following are citations for these examples: Ankeny, Iowa, Community Schools Community Education Department (Kevin Koester, 515-965-9606); KOALA, Boston, Massachusetts (Laura Gang, School-Age Child Care Project, 617-426-8288); Cason Lane Academy, Murfreesboro, Tennessee (David Burnham, 615-898-7145); Tulsa Children's Coalition, Tulsa, Oklahoma (Betty Lehman, 918-835-6500); Police Athletic League, Baltimore, Maryland (Detective Regina Cooper, 410-396-2012); Before and After School Explorers (B.A.S.E.) Enrichment Workshop for Children, Lansdale, Pennsylvania (Nancy Schall, 215-368-1288); Chicago YouthNet Program, Chicago, Illinois (Anthony McGee, 312-744-3911); Master Program, Montgomery, Texas (Wendy Zunker, 409-597-6333); Bridger Junior High School, Independence, Missouri (Principal Grover Gelven, 816-796-4800); FOUNDATIONS, Inc. (609-727-8000); P.S. 5, Washington Heights, New York (C. Warren Moses, Children's Aid Society, 212-949-4921)); St. Ann's Catholic Outreach Center, Kingstree, South Carolina (An-Me Chung, Out-of-School Time Rural Initiative, 781-283-3497).

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113. Roman, 1998.

114. de Kanter et al., 1997.

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Resources

The organizations, Web sites, and other resources listed in this publication are not exhaustive, nor is their inclusion intended as an endorsement by the Department of Education or the Department of Justice. Rather, these listings are intended to assist educators, youth-serving organizations, parents, and others in developing or enhancing after-school programs in local communities.

Organizations

Action for Children
78 Jefferson Avenue
Columbus, OH 43215
(614) 224-0222
www.childcare-experts.org

The AFL-CIO Working Women's Department
815 16th Street, NW
Washington, DC 20006
(202) 637-5064
www.aflcio.org/women

America Reads Challenge
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202
(202) 401-8888
(800) USA-LEARN
www.ed.gov/inits/americareads

America's Promise—The Alliance for Youth
909 North Washington Street
Alexandria, VA 22314-1556
(800) 365-0153
(703) 684-4500
www.americaspromise.org

American Library Association
Young Adult Services Division
50 East Huron Street
Chicago, IL 60611
(312) 944-6780
www.ala.org

AmeriCorps
Corporation for National Service
1201 New York Avenue, NW
Washington, DC 20525
1-800-94-ACORPS
www.americorps.org

Annenberg Rural Challenge
P.O. Box 1569
Granby, CO 80446
(978) 779-0047
www.ruralchallenge.com

Association of Science-Technology Centers
Youth Alive Initiative
1025 Vermont Avenue, NW, Suite 500
Washington, DC 20005-3516
(202) 783-7200
www.astc.org

ASPIRA Association, Inc.
1112 16th Street, NW
Suite 340
Washington, DC 20036
(202) 835-3600
www.incacorp.com/aspira

Association of Junior Leagues International
660 First Avenue
New York, NY 10016
(212) 683-1515
www.ajli.org

Beacon Schools
Fund for the City of New York
121 6th Avenue
New York, NY 10013
(212) 925-6675
www.fcny.org

Big Brothers/Big Sisters of America
230 North 13th Street
Philadelphia, PA 19107
(215) 567-7000
www.bbbsa.org

Boys and Girls Clubs of America
1230 West Peachtree Street, NW
Atlanta, GA 30309
(404) 815-5765
www.bgca.org

Boy Scouts of America
1325 West Walnut Hill Lane
Box 152079
Irving, TX 75015-2079
(972) 580-2000
www.bsa.scouting.org

Bridges to Success
United Way of Central Indiana
3901 N. Meridian
Indianapolis, IN 46208
(317) 921-1283
www.uwci.org

CampFire Boys and Girls
4601 Madison Avenue
Kansas City, MO 64112
(816) 756-1950
www.campfire.org

Charles Stewart Mott Foundation
1200 Mott Foundation Building
Flint, MI 48502-565
Phone: (810) 238-5651
www.mott.org

Center for Community Partnerships
University of Pennsylvania
3440 Market Street, Suite 440
Philadelphia, PA 19104
(215) 573-2096
www.upenn.edu/ccp

Center for Creative Education
3359 Belvedere Road, Suite 5
West Palm Beach, FL 33406
(561) 687-5200

Center for the Study and Prevention of Violence
University of Colorado, Campus Box 442
Boulder, CO
(303) 492-1032
www.colorado.edu/cpsv

Center for Youth Development and Policy Research
Academy for Educational Development
1255 23rd Street, NW, Suite 400
Washington, DC 20037
(202) 884-8000
www.aed.org

Child Care Action Campaign
330 Seventh Avenue, 17th Floor
New York, NY 10001
(212) 239-0138
www.usakids.org/sites/ccac.html

Child Care Aware
2116 Campus Drive, S.E.
Rochester, MN 55904
(800) 424-2246

Children's Aid Society
I.S. 218
4600 Broadway and 196th Street
New York, NY 10040
(212) 949-4929
www.childrensaidsociety.org

Children's Defense Fund
25 E Street, NW
Washington, DC 20001
(202) 628-8787
www.childrensdefense.org

CityKids Foundation
57 Leonard Street
New York, NY 10013
(212) 925-3320
www.citykids.com

Collaborative Leaders Program
Institute for Educational Leadership
1001 Connecticut Avenue, NW, Suite 310
Washington, DC 20036
(202) 822-8405
www.iel.org

Community Schools Coalition
Institute for Educational Leadership
1001 Connecticut Avenue, Suite 310
Washington, DC 20036
(202) 822-8405
www.iel.org

Communities in Schools, Inc.
1199 North Fairfax Street, Suite 300
Alexandria, VA 22314
(703) 519-8999

Community Solutions for Children
P.O. Box 10773
Bainbridge Island, WA 98110
(206) 855-9123
E-mail: nissanih@seanet.com

Conference Board
845 Third Avenue
NY, NY 10022-6679
212-759-0900
212-980-7014 fax
www.conference-board.org

The Congress of National Black Churches, Inc.
1225 Eye Street, NW, Suite 750
Washington, DC 20005-3914
(202) 371-1091
www.cnbc.org

Cross Cities Campaign for Urban School Reform
407 S. Dearborn Street, Suite 1725
Chicago, IL 60605
(312) 322-4880

DeWitt Wallace-Reader's Digest Fund
Two Park Avenue
New York, NY 10016
(212) 251-9800
www.dewittwallace.org

Families and Work Institute
330 Seventh Avenue
New York, NY 10001
(212) 465-2044
www.familiesandwork.org

Family Resource Coalition of America
20 North Wacker Drive, Suite 1100
Chicago, IL 60606
(312) 338-0900
www.frca.org

Fight Crime: Invest in Kids
1334 G Street, NW
Washington, DC 20005-3107
(800) 245-6476
www.fightcrime.org

Foundation for Excellent Schools
RD 4, Box 480
Middlebury, VT 05753
(802) 462-3170
www.fesnet.org

Georgia School Age Care Association
246 Sycamore Street, Suite 252
Decatur, GA 30030
(404) 373-7414
E-mail: gsaca@aol.com

Girl Scouts of the U.S.A.
420 Fifth Avenue
New York, NY 10018-2702
(800) 247-8319
www.girlscouts.org

Girls, Inc. National Headquarters
30 East 33rd Street
New York, NY 10016
(212) 509-2000
www.girlsinc.org

Illinois Institute for Dispute Resolution
110 West Main Street
Urbana, IL 61801
(217) 384-4118

Institute for Responsive Education
Northeastern University
50 Nightingale Hall
Boston, MA 02115
(617) 373-2595
www.resp-ed.org

Interfaith Areas Foundation of Texas and the Southwest
1106 Clayton Lane, Suite 120W
Austin, TX 78723
(512) 459-6551

Junior Achievement
One Education Way
Colorado Springs, CO 80906
(719) 540-8000
www.ja.org

League of Women Voters Education Fund
1730 M Street, NW
Washington, DC 20036
(202) 429-1965
www.lwv.org

Learn and Serve America
Corporation for National Service
1201 New York Avenue, NW
Washington, DC 20525
(202) 606-5000
www.cns.gov

National 4-H Council
7100 Connecticut Avenue
Chevy Chase, MD 20815
(301) 961-2808
www.fourhcouncil.edu

National Association of Child Care Resources and Referral Agencies
1319 F Street, NW, Suite 810
Washington, DC 20004
(202) 393-5501
www.childcarerr.org

National Association of Elementary School Principals
1615 Duke Street
Alexandria, VA 22314-3483
(703) 684-3345
www.naesp.org

National Association of Police Athletic Leagues
618 U.S. Highway 1, Suite 201
North Palm Beach, FL 33408-4609
(561) 844-1823
E-mail: copnkid1@aol.com

National Center for Child Care Workforce
733 15th Street, NW, Suite 800
Washington, DC 20005-2112
(202) 737-7700
www.ccw.org

National Center for Community Education
1017 Avon Street
Flint, MI 48503
(810) 238-0463
www.nccenet.org

National Center for Service Learning in Early Adolescence
CASE/CUNY Graduate Center
25 West 43rd Street
New York, NY 10036-8099
(212) 642-2946

National Center for Schools and Communities
Fordham University
33 W. 60th Street, 8th Floor
New York, NY 10023
(212) 636-6699

National Coalition of Hispanic Health and Human Service Organizations
1501 16th Street, NW
Washington, DC 20036
(202) 387-5000
www.cossmho.org

National Community Education Association
3929 Old Lee Highway
Suite 91-A
Fairfax, VA 22030
(703) 359-8973
www.ncea.org

National Federation of State High School Associations
PO Box 20626 [64195-0626]
11724 NW Plaza Circle
Kansas City, MO 64153
(816) 464-5400
www.nfhs.org

National Guild of Community Schools of the Arts
P.O. Box 8018
Englewood, NJ 07631
(201) 871-3337
www.natguild.org

National Institute on Out of School Time
The MOST Initiative
Center for Research on Women
Wellesley College
Wellesley, MA 02181-8259
(781) 283-2547
www.Wellesley.edu/WCW/CRW/SAC

National Network for Youth
1319 F Street, NW, Suite 401
Washington, DC 20004
(202) 783-7949
www.NN4Youth.org

National PTA
330 N. Wabash Avenue, Suite 2100
Chicago, IL 60611-3690
(800) 307-4PTA
(312) 670-6782
www.pta.org
E-mail: info@pta.org

National Recreation and Park Association
22377 Belmont Ridge Road
Ashburn, VA 20148
(703) 858-0784

National School-Age Child Care Alliance
1137 Washington Street
Boston, MA 02124
(617) 298-5012
www.nsaca.org

National Ten Point Leadership Foundation
411 Washington Street
Dorchester, MA 02124
(617) 282-6704

National Urban League
Time to Beat the Street
Office of Development
The Equal Opportunity Building
500 East 62nd Street
New York, NY 10021
1-888-326-9688
www.nul.org

North Carolina Center for the Prevention of School Violence
20 Enterprise Street, Suite Two
Raleigh, NC 27607-6704
(919) 515-9397
www.ncsu.edu/cpsv

Open Society Institute
New York After-School Programs
400 West 59th Street
New York, NY 10019
(212) 548 0600 or (212) 757 2323

Parents United for Child Care
30 Winter Street
Boston, MA 02108-4720
(617) 426-8288

Save the Children
54 Wilton Road
Westport, CT 06881
(203) 221-4084
www.savethechildren.org

School-Age Notes
P.O. Box 40205
Nashville, TN 37204
(615) 242-8464
www.schoolagenotes.com

Schools of the 21st Century
Bush Center in Child Development and Social Policy
Yale University
310 Prospect Street
New Haven, CT 06511
(203) 432-9944
www.yale.edu/bushcenter/21C/

The Search Institute
Thresher Square West
700 S. Third Street, Suite 210
Minneapolis, MN 55416-1138
(612) 376-8955
www.search-institute.org

St. Louis Caring Communities Program
4411 North Newstead
St. Louis, MO 63115
314-877-2050

United National Indian Tribal Youth, Inc. (UNITY)
P.O. Box 25042
Oklahoma City, OK 73125
(405) 236-2800
www.unityinc.org

United Way of America
701 N. Fairfax Street
Alexandria, VA 22314
(703) 836-7112
www.unitedway.org

Women's Bureau
U.S. Department of Labor
Work and Family Clearinghouse
200 Constitution Avenue, NW, Room 3317
Washington, DC 20210-0002
(202) 219-4486
gatekeeper.dol.gov/dol/wb/

Work/Family Directions
American Business Collaboration for Quality Dependent Care (ABC
930 Commonwealth Avenue
Boston, MA 02215
(800) 767-9863
www.wfd.com

YMCA of the USA
1701 K Street, NW
Suite 903
Washington, DC 20006
(202) 835-9043
www.ymca.org

YWCA of the USA
350 Fifth Avenue, 3rd Floor
New York, NY 10118
(212) 273-7800
www.ywca.org

Web Sites

Partnership for Family Involvement in Education
URL: www.ed.gov/PFIE
Information about the Partnership, including how to join, a list of members, examples of Partner activities, a comprehensive listing of U.S. Department of Education publications on family and community involvement, and other resources that are updated on an ongoing basis.

Federal Resources for Educational Excellence (FREE)
URL: www.ed.gov/free
Resources for teaching and learning from 30 federal agencies with search tools and a bulletin board for teachers and federal agencies to communicate about potential collaboration on new teaching and learning resources.

U.S. Department of Education
URL: www.ed.gov
The latest information about national education issues, publications, education statistics, and information about the different offices and programs at the U.S. Department of Education.

U.S. Department of Justice
Justice for Kids and Youth home page
URL: www.usdoj.gov/kidspage
Information for children and youth on crime prevention, staying safe, volunteer and community service opportunities, and the criminal justice system.

U.S. Department of Health and Human Services URL: www.hhs.gov

Benton Foundation Kids Campaign
URL: www.kidscampaign.org
An information, knowledge and action center for adults who want to make their communities work for kids. Explore the pathway with information and resources on after-school time.

C. S. Mott Foundation
URL: www.mott.org
Web site for the C.S. Mott Foundation, a leading partner in the U.S. Department of Education's 21st Century Community Learning Centers initiative.

Mid-continent Regional Educational Laboratory
www.mcrel.org/programs/21stcentury
A useful compendium of Internet resources and examples of innovative after-school programs compiled by one of the U.S. Department of Education-funded regional education laboratories.

National Institute for Out of School Time
www.wellesley.edu/WCW/CRW/SAC
Information about school-age child care from the National Institute for Out-of-School Time at Wellesley College (formerly the School-Age Child Care Project).

National Network for Child Care
www.exnet.iastate.edu/Pages/families/nncc
Extensive database of publications and a listserv supported by the U.S. Department of Agriculture's Cooperative Extension Service.

Listservs

EDInfo
Subscribe to this news service listserv with the latest information about the U.S. Department of Education at **www.ed.gov/news.html**.

ERIC Clearinghouse on Elementary and Early Childhood Education listserv
Subscribe to a joint ERIC Clearinghouse on Elementary and Early Childhood Education listserv where practitioners, policymakers, and parents share ideas, resources, problems, and solutions. Send a message (without your e-mail signature, if you have one) to: **listserv@postoffice.cso.uiuc.edu**. Leave the subject line blank and just type subscribe SAC-L <Your Full Name Here>

Mott After-School
Join an e-mail discussion group organized by the C.S. Mott Foundation to exchange information, ideas, resources, and experiences related to the 21st Century Community Learning Centers Program. Sign up through the Web site at **www.mott.org**.

Videos

Making After-School Count! The C.S. Mott Foundation hosted a satellite teleconference in March 1998 with Vice President Gore on the importance of after-school programs. For a free copy, call Michelle Pemberton at 810-238-5651.

***Back to School: Families and Communities Together for Learning* Satellite Town Meeting, September 1997**
In a panel moderated by U.S. Secretary of Education Richard W. Riley, a superintendent, parent, business executive, and others talk about how schools and communities can extend learning before and after school. Call 1-800-USA-LEARN to get a free copy.

Conflict Resolution for Youth: Programming for Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings—Satellite Teleconference. Presents videotaped proceedings of a teleconference held in 1996 that promotes the incorporation of conflict resolution strategies into programming for schools and other settings, provides information on the availability of training and consultation resources, and outlines various approaches to conflict resolution. Call (800) 638-8736 for a copy.

Youth-Oriented Community Policing—Satellite Teleconference. Presents videotaped proceedings of a teleconference held in 1996 that provides information on the characteristics of youth-oriented community policing and how it differs from general community-oriented policing, and highlights three unique and effective programs (U.S. Department of Justice video, VHS format. 1996. 120 minutes. NCJ 160947. $17.00 U.S.). Call (800) 638-8736 for a copy.

Federal Resources

President Clinton Proposes An Increase In After-School Opportunities As Part Of An Historic Initiative To Improve Child Care

As part of the President's 1998 State of the Union address, the President proposed spending over $20 million over five years on child care initiatives that can improve the quality and supply of after-school programs and child care for America's working families. Included in his child care proposal are opportunities to help build a good supply of after-school programs, help working families pay for child care, improve the safety and quality of care, and promote early learning. Specifically, the new initiative would:

Expanding access to safe after-school activities by increasing the 21st Century Community Learning Center Program by $800 million over five years to provide school-based, after-school opportunities for up to half a million children a year.

Make child care more affordable for working families by investing $7.5 billion over five years to double the number of children receiving child care subsidies to more than two million by the year 2003. The initiative also invests $5.1 billion over five years to increase tax credits for child care for three million families and provides a new tax credit for businesses that offer child care services to their employees at a cost of $500 million over five years.

Increase access to and promote early learning and healthy child development by establishing a $3 billion Early learning Fund that helps local communities improve the quality and safety of child care for children ages zero to five and increasing the investment in Head Start, doubling the number of children served in Early Head Start to 80,000.

Improve the safety and quality of child care by stepping up enforcement of state health and safety standards in child care settings, facilitating background checks on child care providers, increasing scholarships and training for child care providers, and investing in child care research and evaluation.

U.S. Department of Education

Many of the U.S. Department of Education's programs support after-school activities. They include:

21st Century Community Learning Centers
The 21st Century Community Learning Center program is authorized under Title X, Part I (21st Century Community Learning Centers) of the Elementary and Secondary Education Act. The funds can be used to build a school's capacity to address the educational needs of its community after school, on weekends, and during summers. The focus of this program is to provide extended learning opportunities for participating children in a safe, drug-free and supervised environment. Under the FY98 appropriation, over 300 schools will receive funding to support after-school activities. The president is proposing a billion dollar expansion of the program in FY99, at $200 million a year over five years, pending Congressional approval. For more information, call 202-219-2164.

Partnership for Family Involvement in Education
The Partnership is a growing grassroots network of thousands of family-school partners, employers, community organizations, and religious groups that support family-school-community partnerships for learning. After-school activities are a national priority for the Partnership. Call 1-800-USA-LEARN for more information.

America Reads Challenge
The America Reads Challenge calls on all Americans to support teachers and help ensure that every child can read well and independently by the end of 3rd grade. This summer, over 50 community coalitions, at least one in every state, are participating as America Reads sites. These sites match reading partners—college and high school students, community volunteers, parents, senior citizens—with young children to read together and do activities that build literacy skills and to encourage children to read for at least twenty minutes every day.

Thousands of college students are answering the challenge by serving as reading tutors for pre-school and elementary school students. These tutors can be a great resource for after-school programs. To encourage more colleges and universities to participate in the America Reads Challenge by allowing their Federal Work-Study students to work as reading tutors, the Department of Education has waived the institutional match for Federal Work-Study students who tutor kindergarten and elementary school students in reading. Effective July 1, 1998, this waiver will be extended to include Federal Work-Study students who work in family literacy programs. To date, over 1,000 colleges and universities have committed to the America Reads Challenge. For information, call 202-401-8888.

Extending Learning in the Basics—Title I
Title I encourages greater and more productive use of time outside of the classroom. *Extending Learning Time for Disadvantaged Students: An Idea Book* produced by the U.S. Department of Education, provides information on how

Title I schools can enhance learning outside of the traditional school day, week, or year. Contact your State Department of Education for more information on your state's Title I program or contact the U.S. Department of Education at 202-260-0826.

Making Schools Safe and Drug Free
The Safe and Drug-Free Schools and Communities Act provides funding through the U.S. Department of Education to help schools build local partnerships to reduce violence and drug use. The law authorizes "the promotion of before- and after-school recreational, instructional, cultural, and artistic programs in supervised community settings." Over 3,000 schools use this funding for after-school programs. The act offers school districts the flexibility to design their own comprehensive school safety programs and coordinate them with community agencies. For information, call 202-260-3954.

The Federal TRIO Programs
The TRIO programs fund postsecondary education outreach and student support services designed to encourage students from disadvantaged backgrounds to enter and complete college. Upward Bound provides intensive academic instruction, tutoring, and cultural enrichment activities to high school students in Saturday and summer classes, and funds mathematics and science regional centers to encourage students to pursue postsecondary degrees in those fields. Talent Search identifies disadvantaged youth ages 11 and up with the potential for postsecondary education and encourages them to graduate from secondary school and enroll in college by providing services such as mentoring, academic counseling, college admission and financial aid information, and a special initiative focusing on academic enrichment for sixth- and seventh-graders. For information, call 202-347-7430.

U.S. Department of Justice

Youth Substance Use Prevention – Ounce of Prevention Grant Program
The Office of Juvenile Justice and Delinquency Prevention (OJJDP) is co-administering the President's Crime Prevention Council, Ounce of Prevention Grant Program. These funds assist community-based, youth-led private, non-profit organizations in developing activities designed to combat youth substance use. A separate grant has been awarded to conduct a formative evaluation of the Youth Substance Use Prevention Grant Program.

Pathways to Success
The Pathways to Success (PTS) program is a collaborative effort among the Office of Juvenile Justice and Delinquency Prevention (OJJDP), the Bureau for Justice Assistance (BJA), and the National Endowment for the Arts (NEA). PTS has funded four local programs that promote one or a combination of the following activities: the arts, recreation, vocational skills, and entrepreneurial skills during after school, weekend, and/or summer hours. Programs may include a combination of a youth baseball league—with academic tutoring and one-on-one interaction with an adult mentor; alternative activities, prevention education and skill-building, peer support, and youth/adult partnerships; linkages with professional arts and other community resources.

Juvenile Mentoring Program (JUMP)
The Office of Juvenile Justice and Delinquency Prevention's Juvenile Mentoring Program (JUMP) provides funding for local programs matching at-risk youth and caring adult role models in a school-based or community setting. Mentors include law enforcement and fire department personnel, college students, senior citizens, Federal employees and other private citizens representing a wide variety of professional and occupational backgrounds. The young people are of all races and range in age from 5 to 20. Some are incarcerated or on probation, some are in school, and others are dropouts. Programs emphasize tutoring and academic assistance, while others stress vocational counseling and training. In its first year (July 1995 to July 1996), JUMP worked with more than 2,000 at-risk young people in 25 states through one-to-one mentoring.

TeenSupreme Career Preparation Initiative
In FY1998, the Office of Juvenile Justice and Delinquency Prevention (OJJDP), in partnership with the U.S. Department of Labor's (DOL's) Employment and Training Administration, is providing funding support to the Boys and Girls Clubs of America for demonstration and evaluation of the TeenSupreme Career Preparation Initiative. DOL is providing $2.5 million to support the program, and OJJDP is providing $250,000 to support the initial costs of the evaluation. This initiative will provide employment training and other related services to at-risk youth through local Boys and Girls Clubs with TeenSupreme Centers. The Boys and Girls Clubs of America currently has 41 TeenSupreme Centers in local clubs around the country and may consider expanding the number of centers in 1998. DOL funds will support program staffing in the existing 41 TeenSupreme Centers and provide intensive training and technical assistance to each site. These funds will also be used by the Boys and Girls Clubs of America to provide administrative and staffing support to their program from the national office.

Boys and Girls Club of America—OJJDP Gang Prevention Initiative
The Office of Juvenile Justice and Delinquency Prevention (OJJDP) has awarded funds to support gang prevention efforts of local Boys and Girls Clubs of America (BGCA) chapters. BGCA has developed programs to prevent youth from entering gangs, intervene with gang members in the early stages of gang involvement and divert youth from gang activities to constructive endeavors and programs. BGCA proposes to provide training and technical assistance to 20 new gang prevention sites, three new intervention sites, and six SafeFutures sites and initiate a national evaluation of the Gang Prevention and Intervention program in FY 1998.

SafeFutures
The Office of Juvenile Justice and Delinquency Prevention (OJJDP) provides discretionary funds to the six sites under the SafeFutures initiative, which calls on communities and jurisdictions to enhance their partnerships in order to address the needs of at-risk and delinquent youth collaboratively. The goal of the initiative is to prevent and control youth crime and victimization through the creation of a continuum of care during child development (ages 0-18). SafeFutures offers prevention, intervention, treatment, and graduated

sanctions. The strategy involves key leaders, agencies, community organizations, residents and youth, to work together at both the planning level and the operational level.

Quantum Opportunities Program (QOP) Evaluation
In FY 1997, OJJDP funded an impact evaluation of the Quantum Opportunities Program (QOP) through an interagency fund transfer to the U.S. Department of Labor (DOL). QOP was designed by the Ford Foundation and Opportunities Industrialization Centers of America as a career enrichment program using a model providing basic education, personal and cultural development, community service, and mentoring. The purpose of the OJJDP funding for the evaluation is to determine whether QOP reduces the likelihood that inner-city youth at educational risk will enter the criminal justice system, including the juvenile justice system. The QOP impact evaluation is designed to measure the impact of QOP participation on such outcomes as high school graduation and enrollment in postsecondary education and training. Other student outcomes to be examined include academic achievement in high school, misbehavior in school, self-esteem and sense of control over one's life, educational and career goals, and personal decisions such as teenage parenthood, substance abuse, and criminal activity. Data on criminal activity is being collected from individual student interviews.

U.S. Department of Health and Human Services

Child Care and Development Block Grant
This block grant is the primary federal subsidy program to pay for child care, enabling low-income parents to work. Funds are distributed by formula to the states to operate direct child care subsidy programs, as well as to improve the quality and availability of care. As part of the President's child care initiative, he has proposed to expand the block grant by $7.5 billion over five years to double the number of children receiving child care subsidies.

National Clearinghouse on Families & Youth
Family and Youth Services Bureau
Administration on Children, Youth and Families
U.S. Department of Health and Human Services
P.O. Box 13505
Silver Spring, MD 20911-3505
(301) 608-8098
Fax (301) 608-8721

National Child Care Information Center
A Service of the Child Care Bureau
Administration on Children, Youth and Families
U.S. Department of Health and Human Services
243 Church Street, NW, 2nd Floor
Vienna, Virginia 22180
(800) 716-2242
TTY (800) 516-2242
www.nccic.org

U.S. Department of Agriculture

The Food and Nutrition Service (FNS) in the U.S. Department of Agriculture sponsors a number of food programs aimed at improving the nutritional status of America's children and youth. Services that can be used in before- and after-school and extended learning programs include:

National School Lunch Program, currently used by more than 26 million children in 94,000 school across the country;

School Breakfast Program, currently used by 6.9 million children in 68,000 schools;

Summer Food Service Program, serving more than 2 million children during school vacation periods; the Child and Adult Care Food Program, a year-round nutrition program currently serving 2.3 million children in child care programs;

Special Milk Program, which provides milk to children in schools, summer camps and child care programs when no other federally supported meal program is in operation.

In addition, the Nutrition Education and Training (NET) Program is available to support nutrition education in the food assistance programs listed above. Through its Team Nutrition, Food and Nutrition Services provides schools with nutrition education materials and other support for children and youth and technical assistance for food service professional staffs to assist them in preparing nutritious meals and snacks for children and nutrition-related learning activities. For more information, contact:

USDA Food and Nutrition Service
3101 Park Center Drive, Room 819
Alexandria, VA 22302
703-305-2286
www.usda.gov/fcs

Publications

U.S. Department of Education

Most publications are available, free of charge, by calling 1-800-USA-LEARN or on the Internet at **www.ed.gov**. An asterisk (*) means that the publication is available through the National Library of Education at 1-800-424-1616.

America Goes Back to School Partners' Activity Guide. This packet will help you create your own *America Goes Back to School* event in your local community during the months of August to October to celebrate and launch family-school-community partnerships, making a year-long commitment to better education.

Checkpoints for Progress for Families and Communities
Checkpoints for Progress for Teachers and Learning Partners
These two publications help teachers and learning partners to identify what most children can do in reading and writing at different ages and what most children can read by grade level.

Community Update. This monthly newsletter contains lots of valuable information—examples of what communities across the country are doing to improve schools; listings of resources, services, publications, and upcoming events; and summaries of the latest research in education.

A Compact for Learning: An Action Handbook for Family-School-Community Partnerships. This kit can help you develop and use a compact that outlines the shared responsibilities of families, schools, and others for children's learning. The guidebook and its activity sheets engage partners in a continuous improvement process to build and strengthen partnerships for learning.

Creating Quality in After-School Programs: A Guide to Effective Project Management. This guide provides step-by-step project management guidance for after-school programs, focusing on a core set of indicators from which to manage. The guide, designed for use by grantees of the 21st Century Community Learning Centers program, is available to all after-school programs. {NOT AVAILABLE UNTIL AUGUST 1, 1998}

Employers, Families and Education. Learn about what employers are doing to support their employees' involvement in their children's learning and to support education in their communities.

Family Involvement in Children's Education: Successful Local Approaches. Intended to assist educators, parents, and policy makers as they develop and nurture school-family partnerships, this idea book identifies and describes successful strategies used by 20 local Title I programs that have overcome barriers to parent involvement.

*Helping Your Child series.** These pamphlets for families address a range of topics, including test taking and teaching responsible behavior as well as learning math, science, and how to write. They may also be useful to after-school staff in designing activities that address the individual needs of children.

Including Your Child. This booklet for parents of children with special needs covers the first eight years of a child's life and gives information that may answer some questions and guide parents in their search for the education and services that will best help their children succeed.

Getting Ready for College Early. This booklet will help families and their children understand the steps necessary to take during the middle and junior high school years to get ready for college academically and financially. The Spanish version of this document, *Preparándose a Tiempo Para la Universidad*, is also available on the Internet at **www.ed.gov/pubs**.

Just Add Kids. This resource directory lists learning partners, reading sites, and other literacy organizations that serve children and their families.

Keeping Schools Open as Community Learning Centers: Extending Learning in a Safe, Drug-Free Environment Before and After School. This guidebook shows the benefits of keeping schools and other community facilities open for children and families beyond traditional operational hours, and it gives practical advice about how to provide access to valuable education resources in public buildings that are safe for children.

*Learning Partners Series.** These booklets show families how they can get involved with their children's learning in a range of areas, from math and reading to homework and using the library. Some contain ideas for after-school learning activities.

Learning to Read: Reading to Learn. This book discusses how families, teachers, and others can help children with learning disabilities to succeed in reading and in school.

New Skills for New Schools: Preparing Teachers in Family Involvement. Developed by the Harvard Family Research Project and released in conjunction with the November 1997 teleconference "Partners for Learning: Preparing Teachers to Involve Families," this report emphasizes the critical role of teacher preparation for the success of family involvement in education.

Parent's Guide to the Internet. Learn about using the Internet as an educational tool, regardless of your technological know-how. This guide suggests how parents can allow their children to tap into the wonders of the Internet while safeguarding them from its potential hazards.

Preparing Your Child for College. This resource book for parents and their children gives practical information about what it takes to go to college and to pay for college.

*Reaching All Families: Creating Family-Friendly Schools** Learn about school outreach strategies to get all families involved in their children's education.

*READ*WRITE*NOW!* Materials in both English and Spanish are available to help children build their reading skills outside of school, especially during the summer months.

Seven Good Practices for Families (poster)

Simple Things You Can Do to Help a Child Read Well and Independently. This booklet provides suggestions for parents, schools, librarians, concerned citizens, community organizations, universities, employers, and members of the media on how to help meet the America Reads Challenge.

Strengthening Your Child's Academic Future. This booklet from the Education Excellence Partnership helps to explain what academic standards are and why they are so important to children's learning.

Strong Families, Strong Schools: Building Community Partnerships for Learning. This report summarizes 30 years of research showing that greater family involvement in children's learning is crucial to providing a good education and a safe, disciplined learning environment for every student.

Summer Home Learning Recipes. These brochures, available for grades K-3, 4-5, 6-8, and 9-12, offer creative ideas for activities families and children can do at home together that build skills in reading, writing, math, and science.

Safe and Drug Free Publications

These and other publications are available free of charge from the U.S. Department of Education by calling 1-800-624-0100:

- *Creating Safe and Drug Free Schools: An Action Guide*
- *Creating Safe Schools: A Resource Collection for Planning and Action*
- *How to Raise Drug-Free Kids*
- *Manual on School Uniforms*
- *Growing Up Drug Free: A Parent's Guide to Prevention*
- *READY SET GO* [Drug Prevention]
- *School Administrators' Violence Prevention Resource Anthology*
- *Success Stories '94: A Guide to Safe, Disciplined, & Drug-Free Schools*

U.S. Department of Justice

Unless otherwise noted, all publications are available free of charge from the:

Juvenile Justice Clearinghouse
National Criminal Justice Reference Service
P.O. Box 6000
Rockville, MD 20849-6000
(800) 638-8736
www.ncjrs.org

Bridging the Child Welfare and Juvenile Justice Systems. Describes four programs that focus on family preservation, delinquency, early intervention, and improving the judicial response to the needs of children. Identifies specific opportunities for increased collaboration among public officials and community leaders (Juvenile Justice Bulletin. 1995. 4 pp. NCJ 152155).

Child Development—Community Policing: Partnership in a Climate of Violence. Describes a unique collaborative program between the New Haven, Connecticut, Department of Police Service and the Child Study Center at the Yale University School of Medicine to address the psychological impact of chronic exposure to community violence on children and families. This program serves as a national model for police/mental health partnerships across the country (Juvenile Justice Bulletin. 1997. 8 pp. NCJ 164380).

Combating Fear and Restoring Safety in Schools. Focuses on the national effort to reach youth who are absent or truant from school because of school-associated fear and intimidation (1998. 16 pp. NCJ 167888).

Combating Violence and Delinquency: The National Juvenile Justice Action Plan. Summarizes innovative and effective strategies designed to reduce juvenile violence and victimization that were developed by the Coordinating Council on

Juvenile Justice and Delinquency Prevention. Identifies eight key objectives that individuals, communities, States, and the Federal Government can support to bring about positive change (Summary. 1996. 36 pp. NCJ 157105).

Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings. Provides a reference tool that offers both basic information and the experience of experts to assist educators and other youth-serving professionals in building effective conflict resolution education programs. The guide is based on a shared vision that youth of all ages can learn to deal constructively with conflict and live in civil association with one another (Program Report. 1996. 134 pp. NCJ 160935).

Delinquency Prevention Works. Provides a synthesis of the most current information on programs and strategies that seek to prevent delinquency. Summarizes research and evaluation efforts to assist States and jurisdictions in their prevention activities (Program Summary. 1995. 74 pp. NCJ 155006).

Guide for Implementing the Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders. Provides communities with a framework for preventing delinquency, intervening in early delinquent

behavior, and responding to serious, violent, and chronic offending. Identifies effective prevention and intervention programs and offers a blueprint for assessing their present juvenile justice system and planning new programs that respond to community needs (1995. 255 pp. NCJ 153681).

Keeping Young People in School: Community Programs that Work. Highlights dropout prevention initiatives, with a particular focus on the Communities in Schools (CIS) initiative and its evaluation conducted by the Urban Institute (1997. 12 pp. NCJ 162783).

Law-Related Education for Juvenile Justice Settings. Assists juvenile justice practitioners in the implementation of law-related education (LRE) programs and includes information on the benefits of LRE programs, their use as prevention and intervention tools, and how to design and implement an LRE curriculum and program (1993. 173 pp. NCJ 147063. $15.00 U.S.).

Matrix of Community-Based Initiatives. Presents, in narrative and graph format, a collection of major public and private comprehensive community-based violence prevention and economic development initiatives that can assist in delinquency prevention efforts (Program Summary. 1995. 51 pp. NCJ 154816).

Mentoring—A Proven Delinquency Prevention Strategy. Presents the results of an independent evaluation of the Nation's oldest and largest mentoring program, Big Brothers/Big Sisters of America. The study found that mentored youth were less likely to start using drugs or alcohol, were less assaultive, skipped fewer days of school, and had better relationships with their parents and peers than similar youth without a mentor (Juvenile Justice Bulletin. 1997. 8 pp. NCJ 164386).

OJJDP and Boys and Girls Clubs of America: Public Housing and High-Risk Youth. Describes successful delinquency prevention initiatives developed and implemented by OJJDP and the Boys and Girls Clubs of America, including Targeted Outreach, SMART Moves, and the Drug Demand Reduction Program (Update on Programs. 1991. 5 pp. NCJ 128412).

Peer Justice and Youth Empowerment: An Implementation Guide for Teen Court Programs. Offers juvenile justice agencies baseline information to help them develop, implement, and enhance teen court programs as a viable alternative for juvenile offenders in their communities. Appendices include model teen court programs, sample resources for program development and implementation, and sample volunteer and program evaluation resources (1996. 285 pp. NCJ 162782).

Preventing Crime and Promoting Responsibility: 50 Programs that Help Communities Help Their Youth. Presents a planning process, selected programs, and resources to assist community efforts in preventing youth crime and violence (1995. 96 pp. NCJ 158622).

Reaching Out to Youth Out of the Education Mainstream. Describes a new effort to reduce the number of juveniles who leave school prematurely and who are at risk of delinquency because they are truants or dropouts, afraid to attend school, suspended or expelled, or in need of help to be

reintegrated into their mainstream school from the juvenile justice system. This Bulletin introduces a series of OJJDP Bulletins focusing on effective programs and innovative strategies to reach these children (Juvenile Justice Bulletin. 1997. 12 pp. NCJ 163920).

Sharing Information: A Guide to the Family Educational Rights and Privacy Act and Participation in Juvenile Justice Programs. Provides basic information on the Family Educational Rights and Privacy Act (FERPA) for elementary and secondary education professionals and those involved in the delivery of services to juveniles, including students involved in the juvenile justice system (1997. 52 pp. NCJ 163705).

Truancy: First Step to a Lifetime of Problems. Discusses truancy as a major problem in this country, both for youth and society. Highlights seven communities whose truancy reduction programs are achieving good results through innovative approaches that involve schools, law enforcement, families, businesses, judicial and social service agencies, and community and youth service organizations (Juvenile Justice Bulletin. 1996. 7 pp. NCJ 161958).

YES in Action. Offers an in-depth description of the history and structure of the Youth Environmental Service (YES) program, as well as a detailed description of six diverse pilot programs. Designed for policymakers and practitioners who want to learn more about YES (Program Summary. 1996. 38 pp. NCJ 159762).

YES Technical Assistance Package. Assists youth service agencies and Federal land managers in developing a Youth Environmental Service (YES) program. Describes the steps involved in becoming a site and explains how to obtain Federal technical assistance during startup and implementation.

U.S. Department of Health and Human Services

Understanding Youth Development: Promoting Positive Pathways of Growth. This publication examines the factors that influence adolescent development and provides a brief overview of strategies that might help communities support young people moving from adolescence to adulthood. A companion piece to *Reconnecting Youth & Community: A Youth Development Approach*, this report provides the theoretical underpinning of the youth development approach.

National Clearinghouse on Families and Youth Publications

Supporting Your Adolescent: Tips for Parents. This brochure offers parents a general framework for understanding and supporting their child during adolescence. It also provides guidance on recognizing signs that children might need help, locating and interacting with community resources that assist youth, and supporting children who are in trouble with the law. (Also available on audio cassette and in Spanish.)

Reconnecting Youth & Community: A Youth Development Approach. This publication provides guidance to youth services providers, community leaders, and policymakers about how they can help communities shift from a problem-focused approach to serving youth to a

community-youth involvement model. Reconnecting Youth & Community provides an overview of youth development and offers strategies for implementing a youth development approach at the local level. It also provides steps for implementing a campaign to promote positive images of young people and ideas for involving youth and the community in that process. Also available on audio cassette.

U.S. Department of Treasury

Investing in Child Care: Challenges Facing Working Parents and the Private Sector Response (1998). This report discusses what businesses can do to promote access to affordable, high-quality child care for their employees, including after-school programs.

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PARTNERSHIP for Family Involvement in Education

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